Tom Horne,
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State of Arizona
Department of Education

Technology Integration Project for Arizona Adult Education: 2006-2007 Final Report

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Executive Summary

During Program Year 2006-2007, the Arizona Department of Education, Adult Education Services (ADE/AES) Unit continued the Technology Integration Project, an initiative it started at the beginning of the previous year. This project seeks to ensure that Arizona adult education instructors effectively use technology to support and enhance instruction while their students receive the same type of exposure to 21st century educational technology as traditional K-12 learners. In order to continue the Project, the ADE/AES required that each State-funded adult education program select one of three different technology integration options. Option A enabled a program to appoint one or more Educational Technology Experts (ETEs). As an ETE, an individual would serve as a liaison between his or her respective agency and the ADE/AES while receiving technical assistance and technology-related professional development opportunities from the State office. Option B permitted smaller adult education programs to share an ETE with another agency. Option C allowed an adult education program to opt out of appointing or sharing an ETE. Instead, the program would be required to provide the ADE/AES with documentation explaining how it was implementing technology into its curricula and also receive a technology integration monitoring visit by the ADE/AES during Program Year 2006-2007. From these three choices, twenty-seven adult education programs (82%) selected Option A, three agencies (9%) selected Option B, and three providers (9%) opted for Option C.

At the onset of the program year, the ADE/AES formally reviewed the program-specific technology plan framework that each agency had submitted at the conclusion of the previous program year. These reviews were then forwarded to the appropriate ETEs along with electronic resources to aid them in developing their first drafts of a technology plan. The ADE/AES also set aside specific time to provide on-site technical assistance to any programs that wished to receive it; overall, eleven programs (33%) took advantage of this opportunity. As during the first year of the Technology Integration Project, the ADE/AES asked each ETE to submit an electronic monthly journal entry describing the ongoing steps that each program was taking to more fully integrate the use of technology into the classroom. The ADE/AES also requested that ETEs consider hosting a one-week, online discussion related to educational technology via the ETE Online Forum. Fifteen ETEs (29%) took the initiative to host such discussions throughout the program year. Finally, the ADE/AES hosted a two-day workshop in April for the State's ETEs.

The Technology Integration Project is making progress towards ensuring that every adult education program effectively utilizes educational technology for the benefit of its learners. Various ETEs have reported that their agencies are investing in new educational technology or upgrading existing devices. Others have indicated that their colleagues are trying out new technology-rich lesson plans with their students or using new forms of technology. Furthermore, as documented in the Technology Integration Project Directors Survey Results, found later in this report, the majority of program directors note marked improvements in terms of their instructors' attitudes, access, aptitude, and application of educational technology. Although efforts need to continue to even further improve these areas, Arizona adult education has made notable progress in technology integration over the past two years.

Technology Integration Project for Arizona Adult Education
2006-2007 Final Report

Introduction:

Year Two of the Technology Integration Project for Arizona Adult Education began in August 2006 with the Arizona Department of Education, Adult Education Services (ADE/AES) Unit requiring that each State-funded adult education provider select one of three different Educational Technology Integration options:

- ***Option A:*** Participate in Year Two of the Technology Integration Project by appointing one or more Educational Technology Experts (ETEs).

- ***Option B:*** Participate in Year Two of the Project by collaborating with another program to share an ETE.

- **Option C:** Do not appoint or share an ETE and instead (1) provide the ADE/AES with documentation explaining how the program is implementing technology into its curricula and (2) receive a technology integration monitoring visit by the ADE/AES.

Based on these choices, twenty-seven programs (82%) selected Option A, three agencies (9%) chose Option B, and three providers (9%) opted for Option C.

During the month of September, ADE/AES staff formally reviewed each program's technology plan framework submitted at the end of Year One. Thereafter, the staff sent written commentaries to each ETE. In many cases these reviews offered commendations and/or recommendations, while in others they requested more information or clarification. Staff frequently included electronic resources to further guide the ETEs in their endeavors to create thorough, multi-year technology plans.

From mid-November through the end of February, the ADE/AES Unit set aside fifteen days during which program directors could request on-site technical assistance visits from the ADE/AES staff. During the course of these visits, directors could ask the Department representative to provide a variety of services ranging from one-on-one assistance with the development of the agency's technology plan, to the observation and feedback of a technology-rich lesson, to having the ADE/AES staff member talk with teachers about technology integration or the technology standards. By the end of February, eleven programs (33%) took advantage of this opportunity. Additionally, the ADE/AES staff encouraged the ETEs to contact them via telephone or e-mail whenever they felt the need.

The ADE/AES also asked the ETEs to resume submitting monthly journal entries in order to keep Department personnel informed of the ongoing steps their programs were taking to more fully integrate the use of technology into the classroom. It also asked that each ETE consider hosting a one-week, online discussion pertaining to an educational technology topic of his or her choice. The ADE/AES utilized the ETE Online Forum as the venue for these discussions. In all, fifteen ETEs (29%) hosted discussions

ranging from online assessments to the benefits and drawbacks of cellular telephones in the classroom. A listing of the ETEs who hosted an online discussion, along with their respective topics, is provided in Appendix A.

Purpose:

Numerous scholarly reports on educational technology indicate that K-12 schools need to do a better job of integrating technology into the classroom. Similarly, many adult education providers throughout the United States find themselves in one or more of the following situations: (1) Teachers and students do not have access to current technology; (2) Instructors have access to technology but they are reluctant or unwilling to use it; (3) Teachers have access to technology and wish to use it, but they do not know how; (4) Instructors have access to technology, they wish to use it and have the skills to do so, but they are unaware of how to incorporate it effectively into instruction. Since adult learners need to be able to use technology in order to participate fully in 21st century society, as well as to compete in the global marketplace, the ADE/ AES continues to make technology integration a priority.

As was the case during Year One, the Technology Integration Project sought to provide ongoing training and support for every state-funded adult education program in the area of educational technology. However, in contrast to the previous year, the ADE/AES relied more heavily on technology to communicate with the State's ETEs than it did during the previous year. A major venue for these communications was the ETE Online Forum established the year before on NiceNet. This free, online resource enabled the ADE/AES to share information, calendar events, and participate in threaded online discussions hosted by various ETEs. Finally, instead of hosting two sets of regional workshops and a state workshop as it had during Year One, the ADE/AES held just a single, 2-day state workshop during Year Two.

State of Technology Integration in Arizona during Program Year 2006-2007:

Entering into Year Two of the Technology Integration Project, most adult education program directors were keenly aware of the ADE/AES's stance on the need to fully integrate technology into the adult education classroom, along with the reasons for doing so. Many directors elected to have the same individual(s) who had served as the agency's ETE(s) during the first year continue in that capacity during Year Two. These ETEs resumed assisting their colleagues to use both the Arizona Adult Education Standards and the State's Technology Standards to plan instruction. Many of them also provided educational technology sessions at staff in-services, while making their colleagues aware of the various free, online resources that are available for both technology-related professional development as well as student learning. Finally, the ETEs resumed working with their program directors and/or technology planning committees to develop multi-year, agency-specific technology roadmaps.

Various ETEs reported that their agencies were investing in new computers or upgrading existing equipment. Others stated that some instructors within their programs were beginning to try out new technology-rich lesson plans with their students or using new forms of technology, such as digital cameras or podcasting. Overall, there was a

greater sense of community and camaraderie among the State's ETEs, perhaps due in part to the consistency in ETE appointments and the regular online discussions that took place throughout Program Year 2006-2007.

Professional Development Workshop:

The ADE/AES held a 2-day Technology Integration Project workshop in early April 2007. This event consisted of the following six sessions:

(1) Data Detectives – Facilitated by a member of the ADE/AES Academic Support and Compliance Unit, this session focused on the use of a specialized software application to compile and interpret student data at the classroom level.

(2) ASSET – The Arizona School Services through Educational Technology (ASSET) session introduced participants to an online portal through which professional development and educational resources have been available for free to Arizona K-12 public schools for several years (courtesy of the ADE), but which was just made available to all of the State's adult education programs through a license purchase from AES. A representative from ASSET led participants through the steps needed to access these various resources.

(3) Developing a Teacher Mentoring Program – Based on research that has shown the positive impact of teacher mentoring on student learning, the ADE/AES invited a representative from the nationally recognized mentoring program at the Glendale Union High School District (GUHSD) to provide an overview of the District's mentoring program. More specifically, the representative explained how GUHSD initiated its program, how it works, and the impact that it has made within the District. ETEs were encouraged to consider how their adult education agencies might replicate such a program. All attendees were given a book entitled *Creating Dynamic Schools through Mentoring, Coaching, and Collaboration*. Next year, the ADE/AES will lead an online book study of this text for ETEs interested in learning more about establishing quality mentoring programs.

(4) Library Technology Resource – As part of its ongoing initiative to develop active and mutually beneficial relationships between Arizona adult education programs and Arizona public libraries, the ADE/ AES invited a representative from the Arizona State Library to familiarize the ETEs with the numerous online

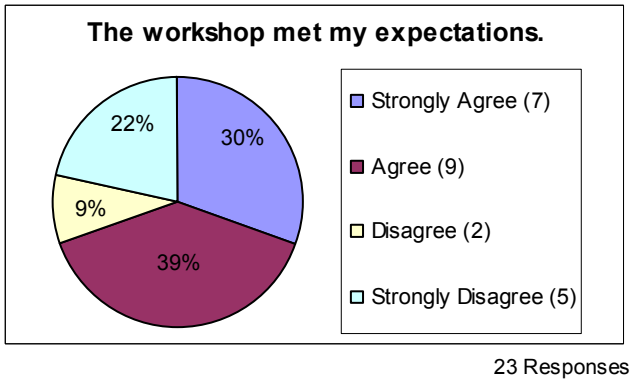
resources that are available for free through the Library. Of particular relevance was *WebJunction Arizona*, a virtual community offering online discussion forums, online learning opportunities, and technology-related help.

(5) Technology Integration – Facilitated by a member of the ADE/AES Educational Technology Unit, this hands-on workshop had participants utilize the ASSET portal to complete a technology integration planning guide. This guide prompted ETEs to ponder how they could integrate resources into classrooms having no-tech options, low-tech options, and high-tech options. It also challenged them to consider how they would assess student learning.

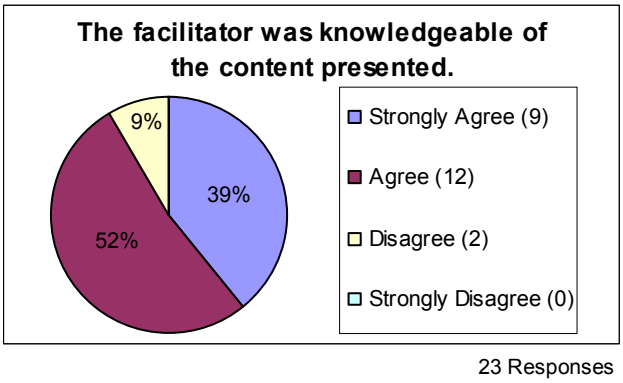
(6) Technology Plan Showcase – Several ETEs whose programs had finished, or nearly completed, their agency-specific technology plans explained the steps that their respective programs took to create the plans. They also walked the ETEs through their plans while highlighting the various areas that the plans addressed. Copies of the plans were distributed to the participants so that they could refer to them later as a resource to developing their own agencies' plans.

At the end of each session, ETEs were asked to complete online session evaluations. The results of these evaluations follow.

Data Detectives Session Evaluation Results:



23 Responses



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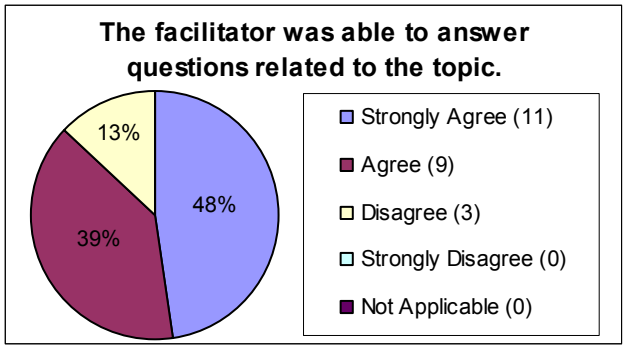

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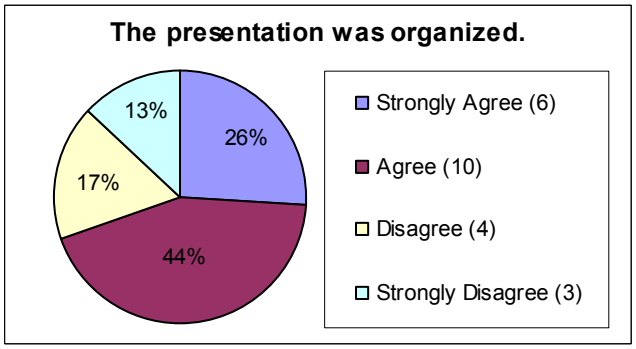


23 Responses

I am capable of:

	Strongly Agree	Agree	Disagree	Strongly Disagree
creating charts in Excel.	44% (10)	**52% (12)**	0% (0)	4% (1)
creating graphs in Excel.	44% (10)	**52% (12)**	0% (0)	4% (1)
modifying the scale used in a chart or graph.	31% (7)	**52% (12)**	13% (3)	4% (1)
modifying the text used in a chart or graph.	39% (9)	**48% (11)**	9% (2)	4 (1)
using formulas in Excel.	26% (6)	**61% (14)**	9% (2)	4% (1)

23 Responses

I am capable of teaching other adult educators how to:

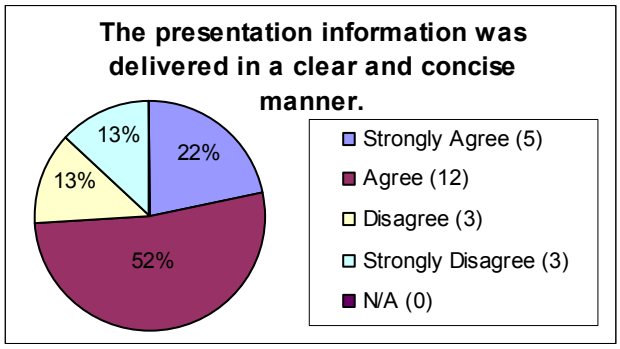
	Strongly Agree	Agree	Disagree	Strongly Disagree
create charts in Excel.	35% (8)	**57% (13)**	4% (1)	4% (1)
create graphs in Excel.	35% (8)	**57% (13)**	4% (1)	4% (1)
modify the scale used in a chart or graph.	30% (7)	**57% (13)**	9% (2)	4% (1)
modify the text used in a chart or graph.	35% (8)	**52% (12)**	9% (2)	4% (1)
use formulas in Excel.	31% (7)	**52% (12)**	13% (3)	4% (1)

23 Responses

I am capable of teaching others how to:

	Strongly Agree	Agree	Disagree	Strongly Disagree
create charts in Excel.	35% (8)	**57% (13)**	4% (1)	4% (1)
create graphs in Excel.	35% (8)	**57% (13)**	4% (1)	4% (1)
modify the scale used in a chart or graph.	30% (7)	**57% (13)**	9% (2)	4% (1)
modify the text used in a chart or graph.	35% (8)	**52% (12)**	9% (2)	4% (1)
use formulas in Excel.	31% (7)	**52% (12)**	13% (3)	4% (1)

23 Responses



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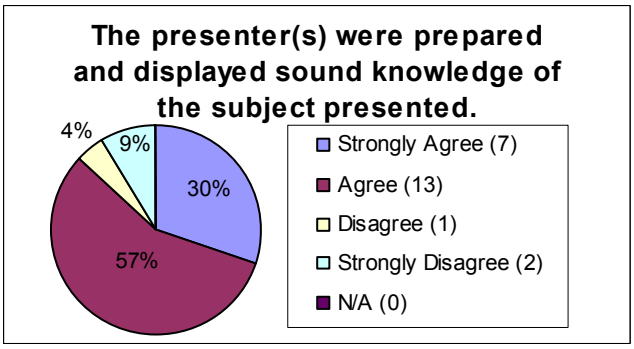

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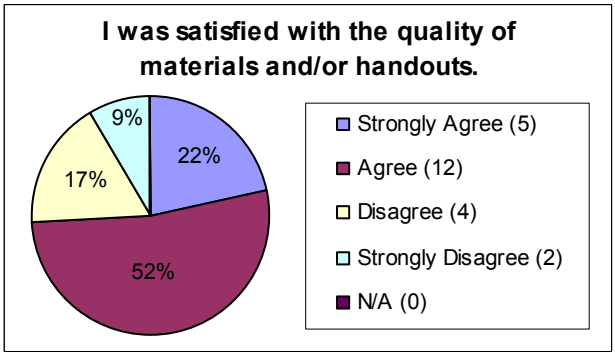

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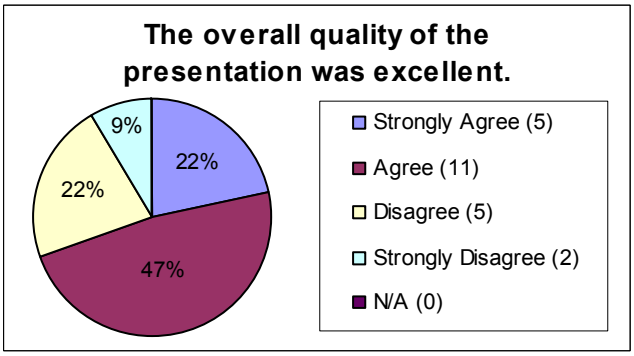

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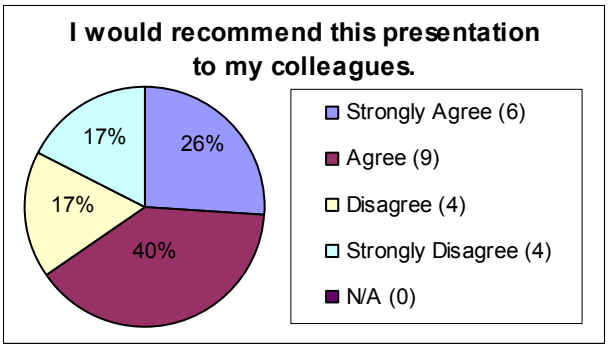

23 Responses

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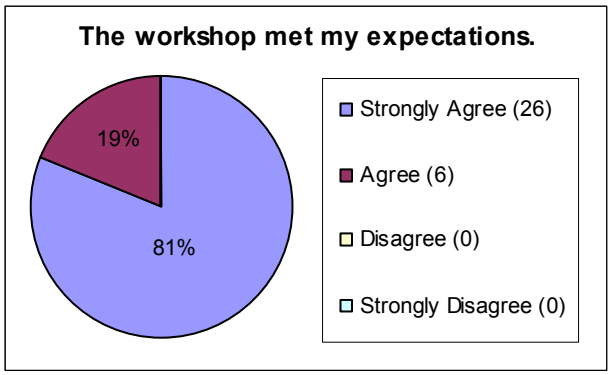
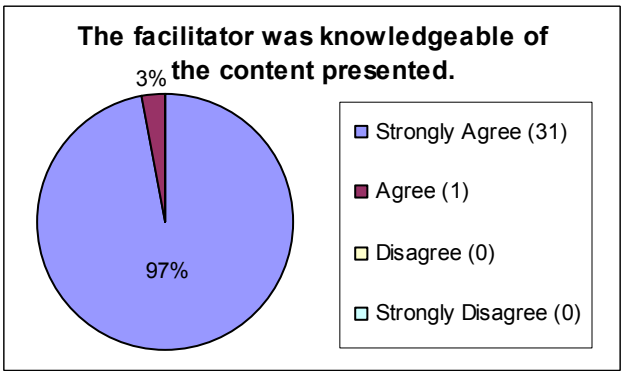


32 Responses



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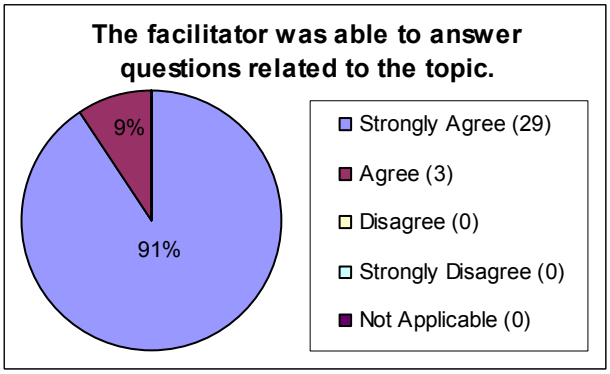
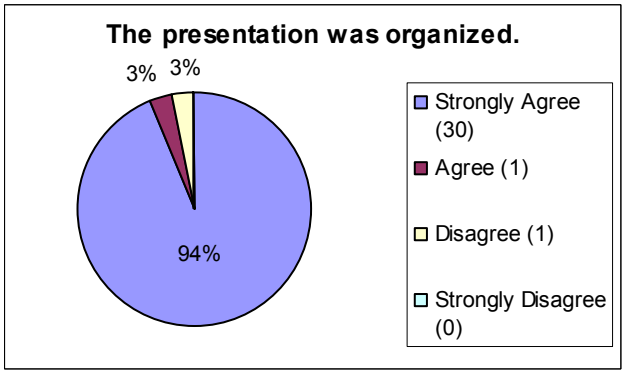


32 Responses



32 Responses

I am capable of:

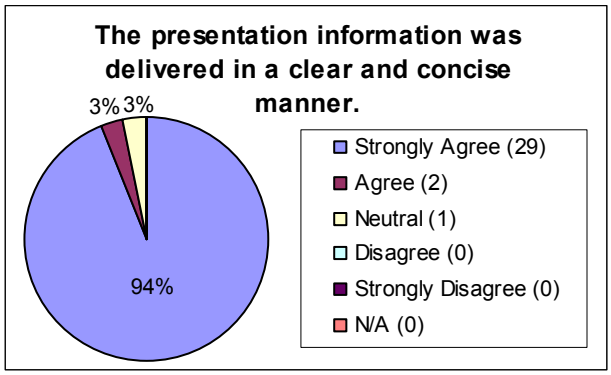
	Strongly Agree	Agree	Disagree	Strongly Disagree
accessing ASSET.	**88% (28)**	12% (4)	0% (0)	0% (0)
using ASSET for professional learning.	**84% (26)**	16% (5)	0% (0)	0% (0)

32 Responses & 31 Responses/1 No Response

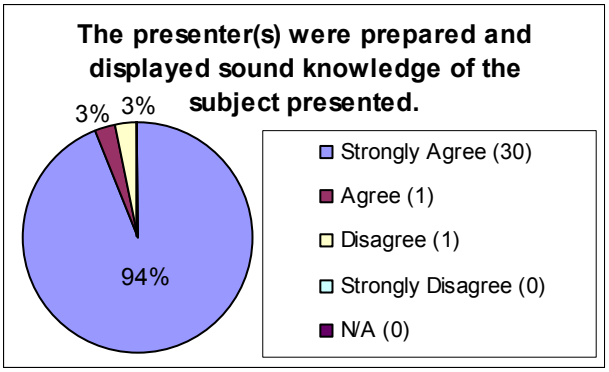
I am capable of teaching other adult educators:

	Strongly Agree	Agree	Disagree	Strongly Disagree
how to access ASSET.	**68% (21)**	32% (10)	0% (0)	0% (0)
how to use ASSET for professional learning.	**63% (19)**	37% (11)	0% (0)	0% (0)

31 Responses/1 No Response & 30 Responses/2 No Responses



32 Responses



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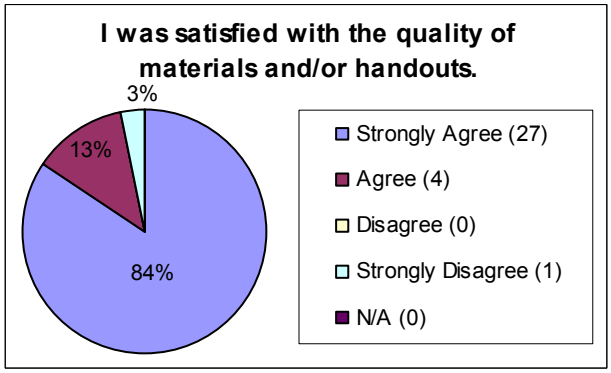

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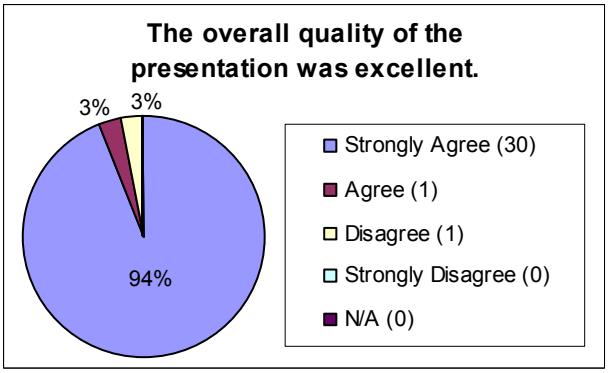

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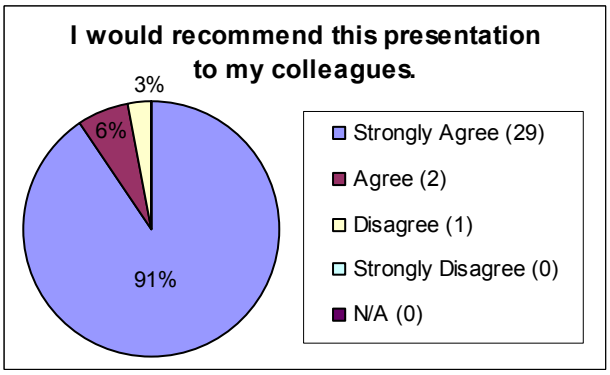
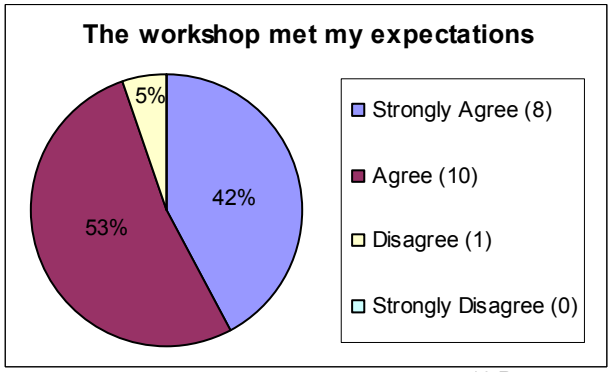
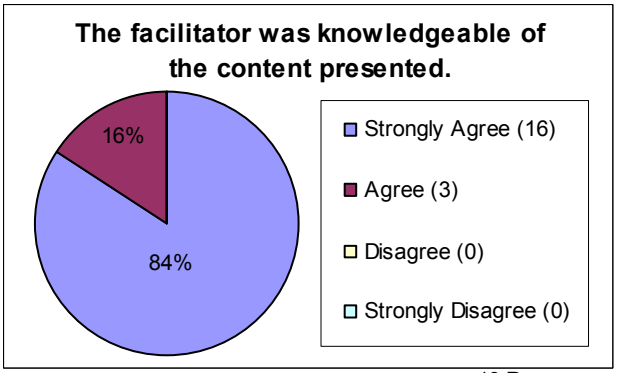


32 Responses

Developing a Teacher Mentoring Program Session Evaluation Results:



19 Responses



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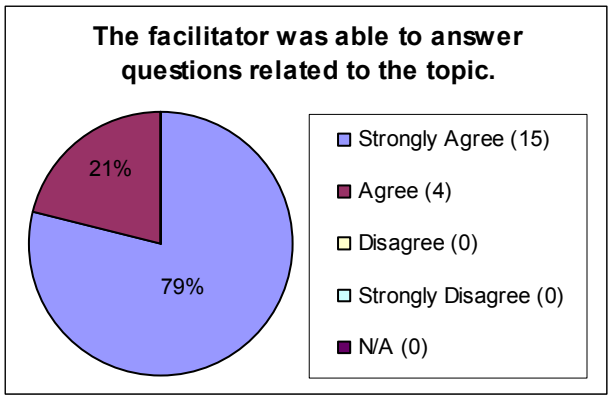
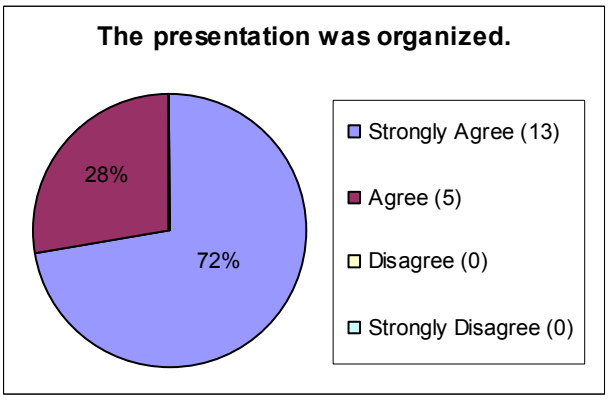


19 Responses



18 Responses/1 No Response

I am capable of explaining:

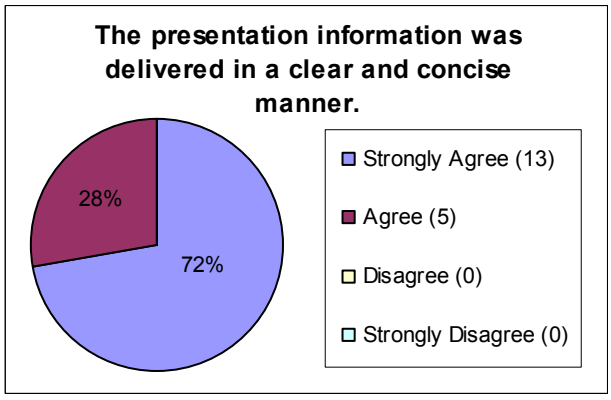
	Strongly Agree	Agree	Disagree	Strongly Disagree
the attributes of a successful teacher mentoring program.	39% (7)	**56% (10)**	5% (1)	0% (0)
the role of a teacher mentor.	39% (7)	**50% (9)**	11% (2)	0% (0)
how a technology mentoring program might be implemented at my adult education program.	28% (5)	**61% (11)**	11% (2)	0% (0)

18 Responses/1 No Response

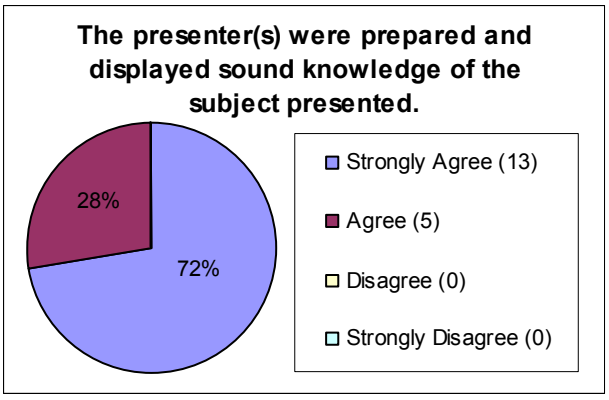
I am capable of teaching other adult educators:

	Strongly Agree	Agree	Disagree	Strongly Disagree
the attributes of a successful teacher mentoring program.	39% (7)	**56% (10)**	5% (1)	0% (0)
the role of a teacher mentor.	33% (6)	**56% (10)**	11% (2)	0% (0)
how a technology mentoring program might be implemented at my adult education program.	28% (5)	**56% (10)**	16% (3)	0% (0)

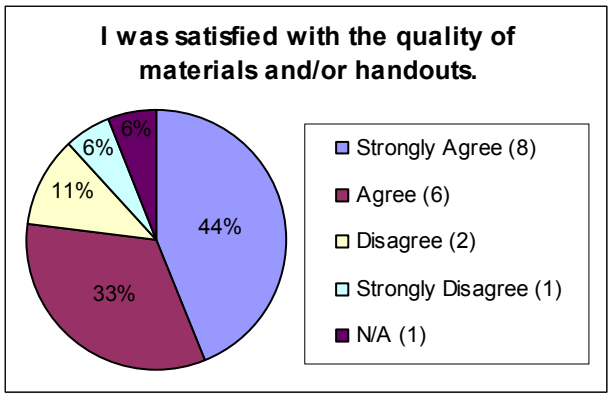
18 Responses/1 No Response



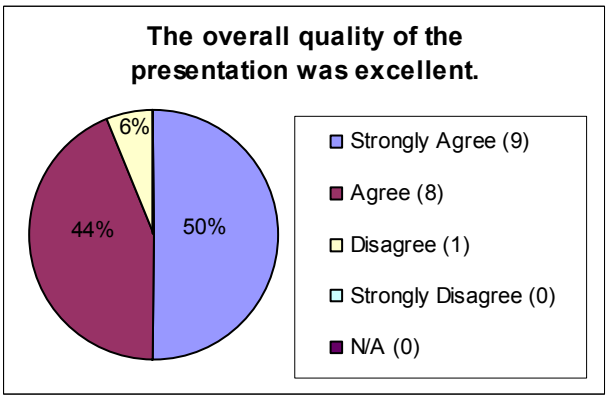
18 Responses/1 No Response



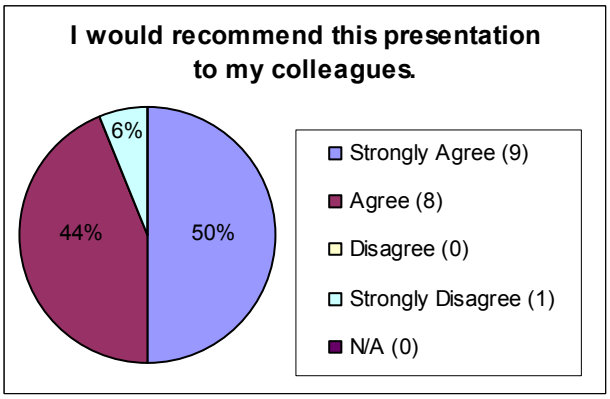
18 Responses/1 No Response



18 Responses/1 No Response



18 Responses/1 No Response



18 Responses/1 No Response

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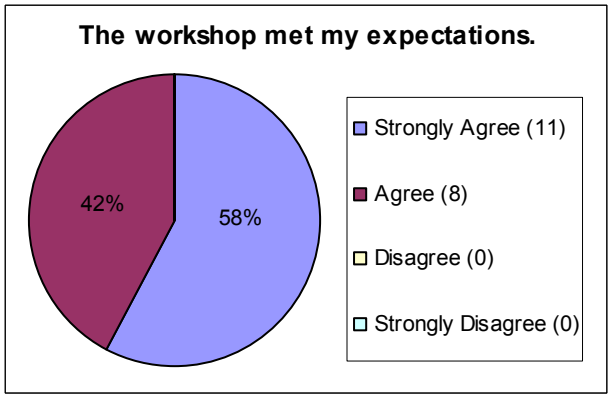
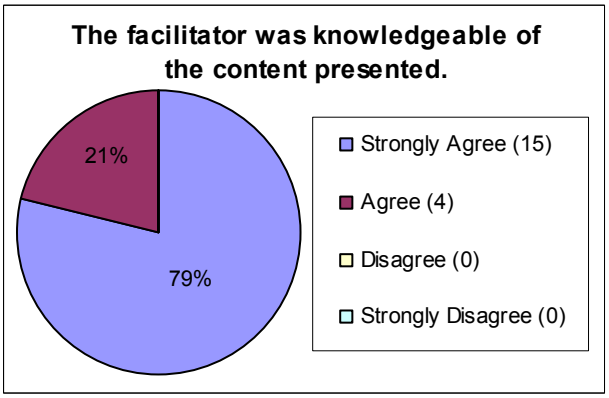
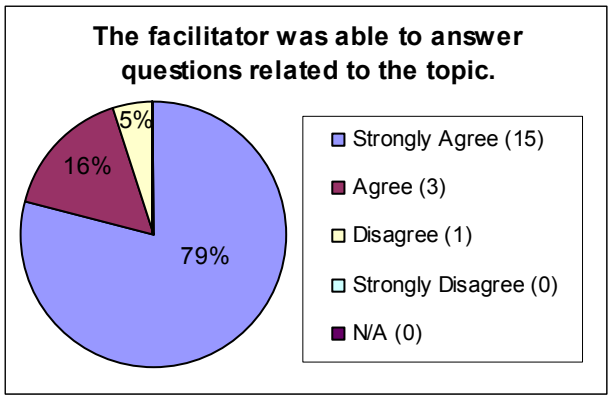


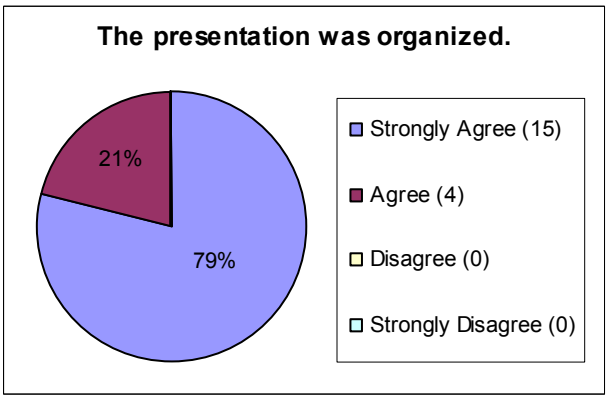
19 Responses



19 Responses



19 Responses



19 Responses

I am capable of:

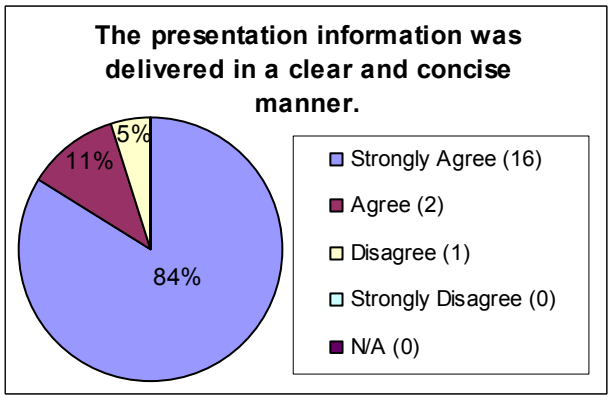
	Strongly Agree	Agree	Disagree	Strongly Disagree
navigating the WebJunction Arizona Website to locate specific information.	**68% (13)**	32% (6)	0% (0)	0% (0)
locating resources through the Arizona State Library.	**68% (13)**	21% (4)	11% (2)	0% (0)
using online resources that may be available for the "One Book Arizona" event.	**74% (14)**	26% (5)	0% (0)	0% (0)
using library support resources in my classroom.	**58% (11)**	32% (6)	10% (2)	0% (0)

19 Responses

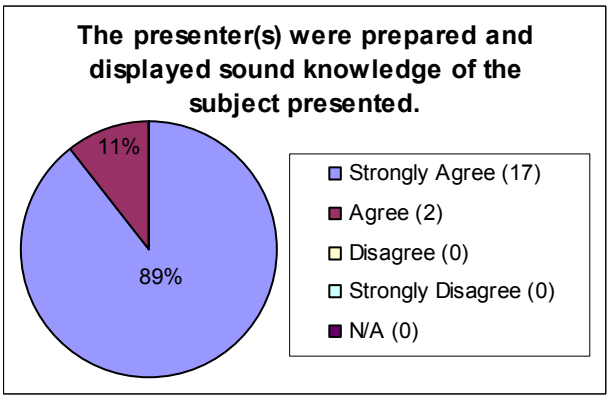
I am capable of teaching other adult educators how to:

	Strongly Agree	Agree	Disagree	Strongly Disagree
navigate the WebJunction Arizona Website to locate specific information.	**68% (13)**	32% (6)	0% (0)	0% (0)
locate resources through the Arizona State Library.	**68% (13)**	21% (4)	11% (2)	0% (0)
use online resources that may be available for the "One Book Arizona" event.	**74% (14)**	21% (4)	5% (1)	0% (0)
use library support resources in my classroom.	**63% (12)**	26% (5)	11% (2)	0% (0)

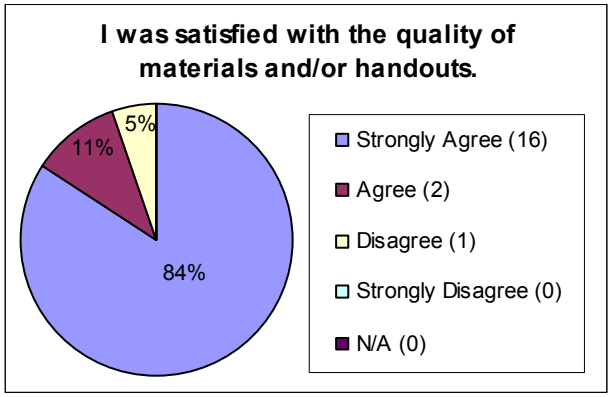
19 Responses



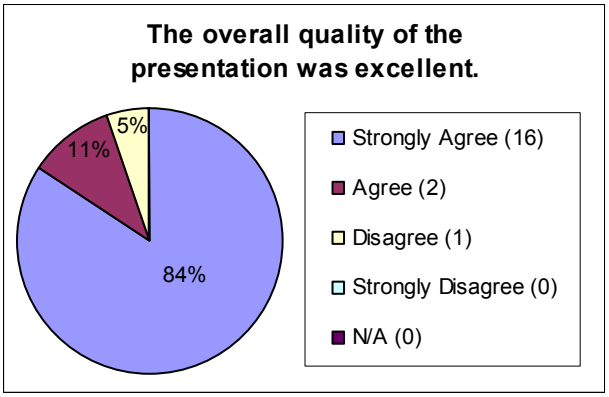
19 Responses



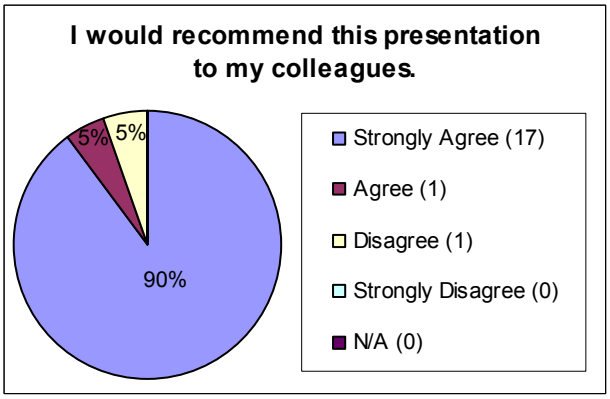
19 Responses



19 Responses

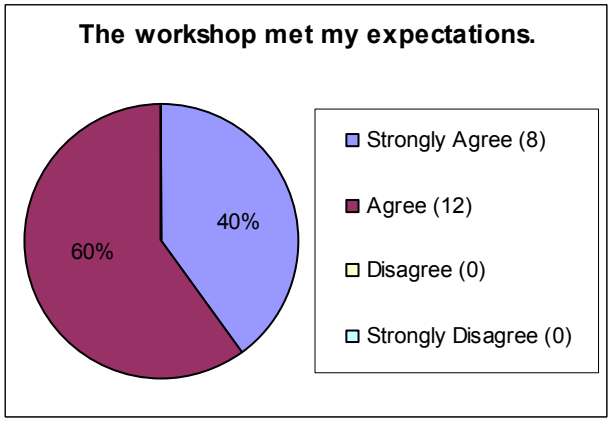


19 Responses

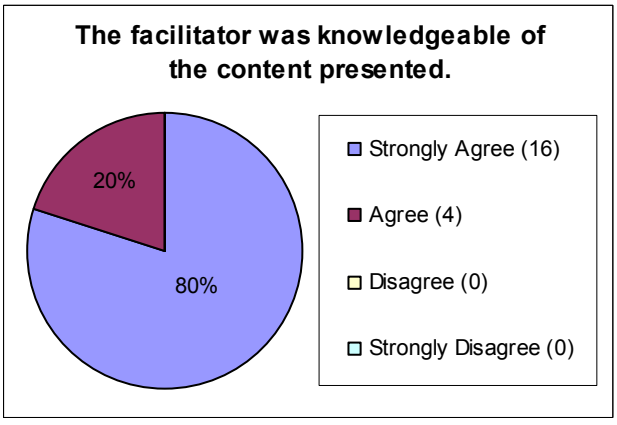


19 Responses

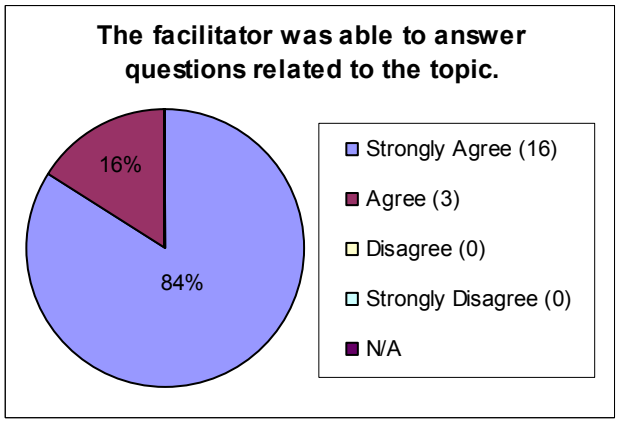
Technology Integration Session Evaluation Results:



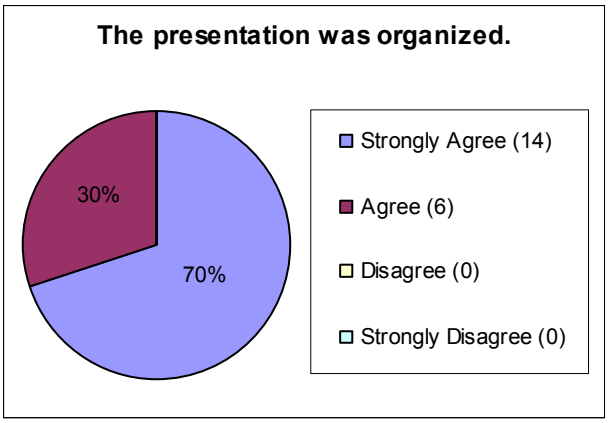
20 Responses



20 Responses



19 Responses/1 No Response



20 Responses

I am capable of:

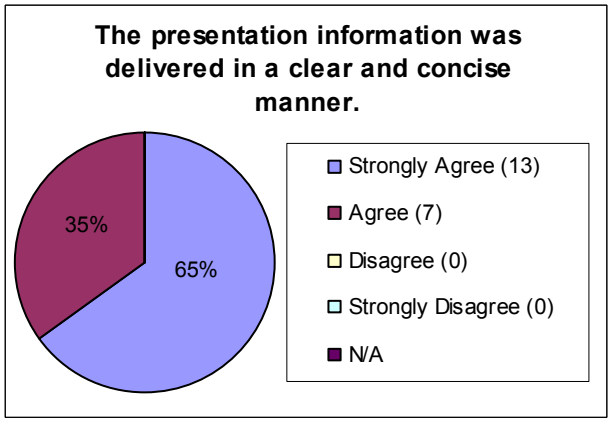
	Strongly Agree	Agree	Disagree	Strongly Disagree
describing how technology supports learning in the classroom.	**60% (12)**	40% (8)	0% (0)	0% (0)
complete an Educational Technology Integration Planning Guide.	**50% (10)**	40% (8)	10% (2)	0% (0)

20 Responses

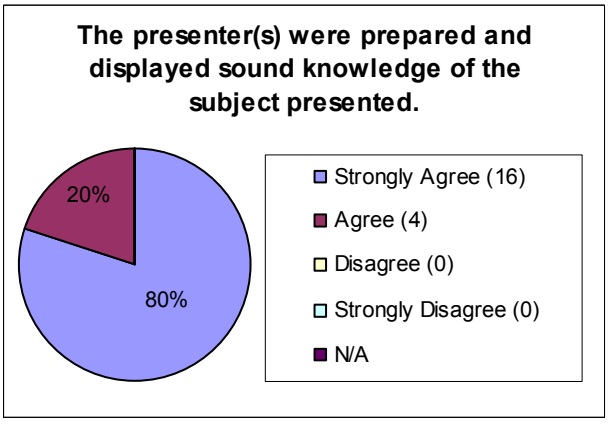
I am capable of teaching other adult educators:

	Strongly Agree	Agree	Disagree	Strongly Disagree
how to use technology to support learning in the classroom.	**65% (13)**	35% (7)	0% (0)	0% (0)
how to complete an Educational Technology Integration Planning Guide.	**50% (10)**	35% (7)	10% (2)	5% (1)

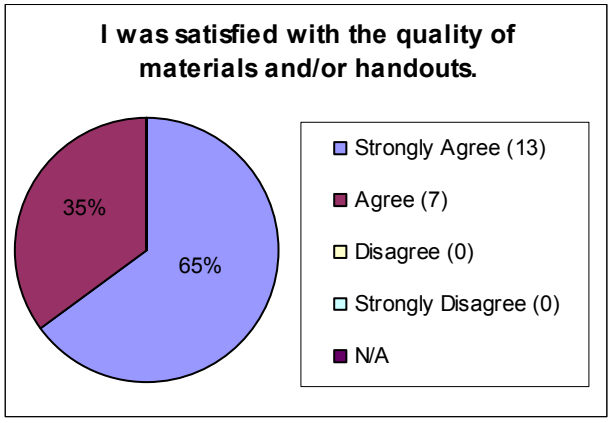
20 Responses



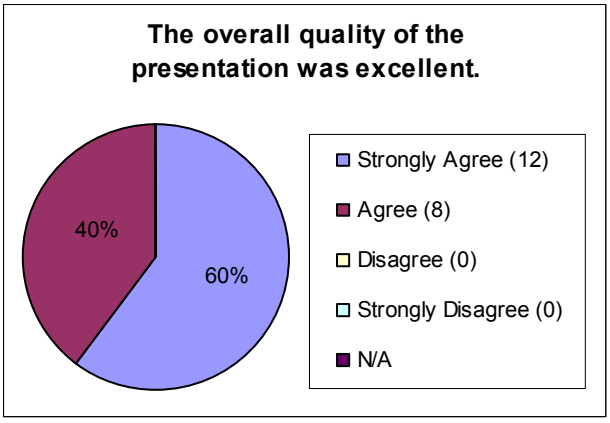
20 Responses



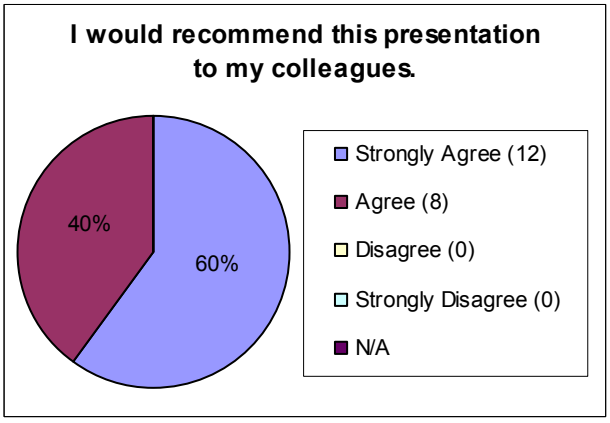
20 Responses



20 Responses

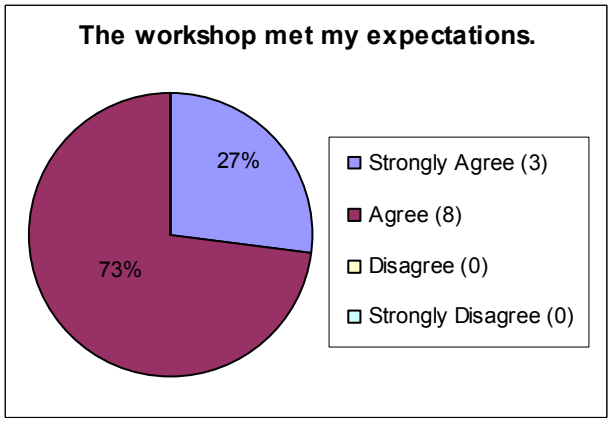


20 Responses

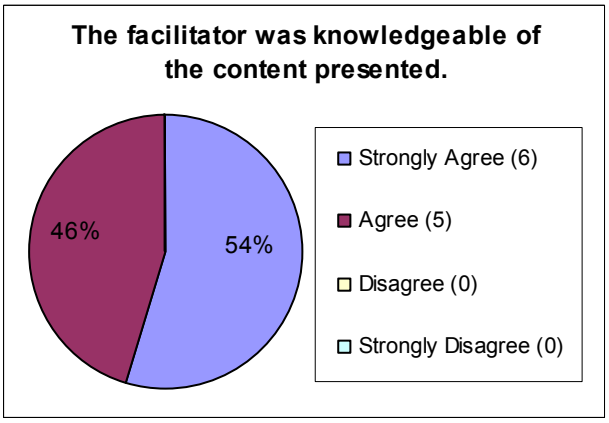


20 Responses

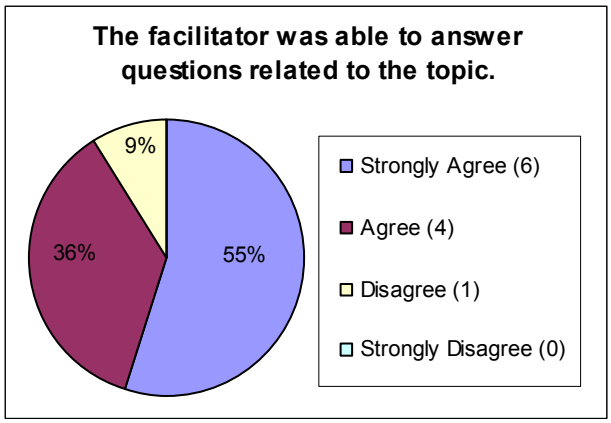
Technology Plan Showcase Session Evaluation Results:



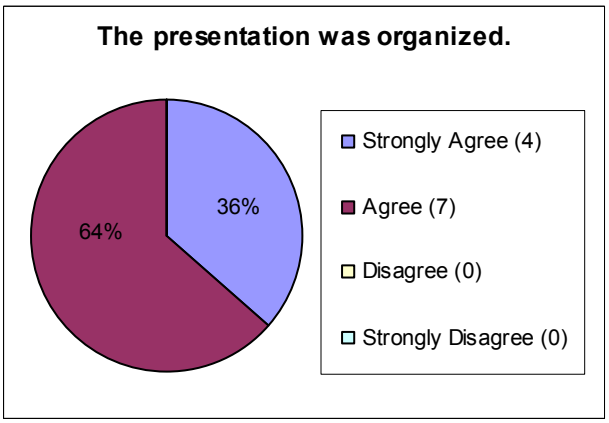
11 Responses



11 Responses



11 Responses



11 Responses

I am capable of describing:

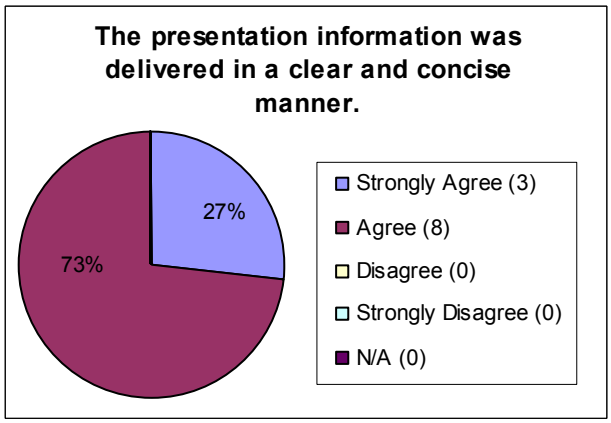
	Strongly Agree	Agree	Disagree	Strongly Disagree
how adult education programs developed agency-specific technology plans.	18% (2)	**73% (8)**	9% (1)	0% (0)
how to develop a technology plan from the technology plan framework my agency has composed.	18% (2)	**64% (7)**	9% (1)	9% (1)

11 Responses

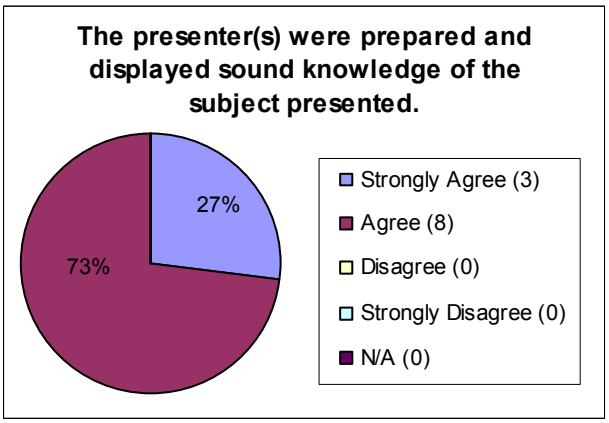
I am capable of teaching other adult educators:

	Strongly Agree	Agree	Disagree	Strongly Disagree
how adult education programs developed agency-specific technology plans.	27% (3)	**55% (6)**	9% (1)	9% (1)
how to develop a technology plan from the technology plan framework my agency has composed.	18% (2)	**55% (6)**	18% (2)	9% (1)

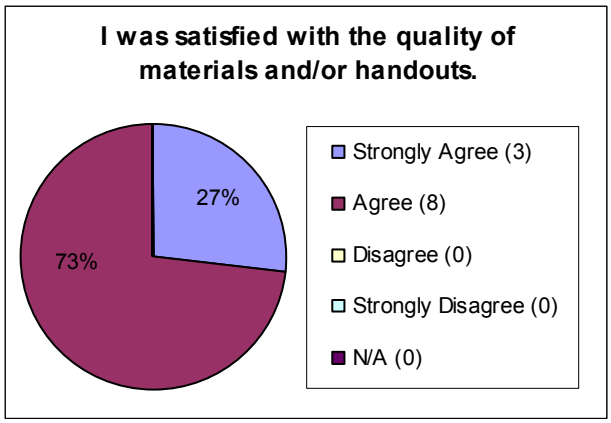
11 Responses



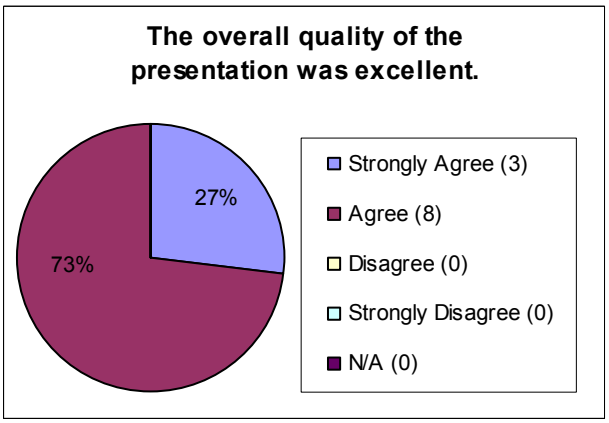
11 Responses



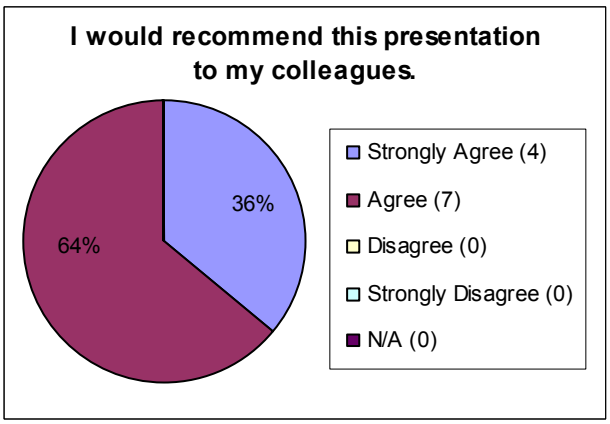
11 Responses



11 Responses



11 Responses



11 Responses

<u>End-of-Year Surveys</u>:

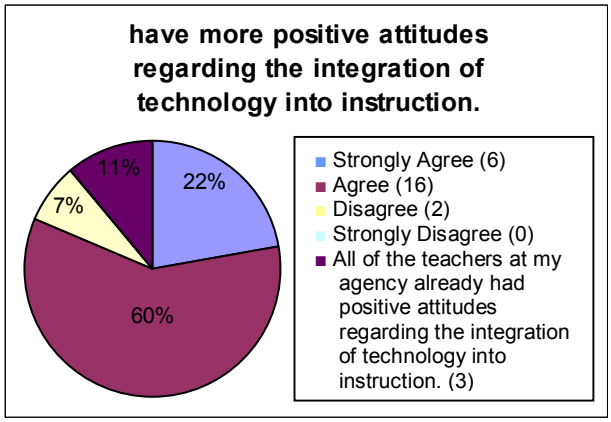
In May 2007, the ADE/AES Unit sent out e-mail invitations to 51 ETEs requesting that they complete an anonymous end-of-year survey regarding Year Two of the Technology Integration Project. Out of these professionals, 27 (53%) completed and submitted the instrument.

At the same time, the AES Unit also sent out e-mail invitations to 33 adult education program directors asking that they also complete an anonymous end-of-year survey reflecting their impressions of Year Two of the Technology Integration Project. Of those administrators, 20 (61%) started and completed the questionnaire.

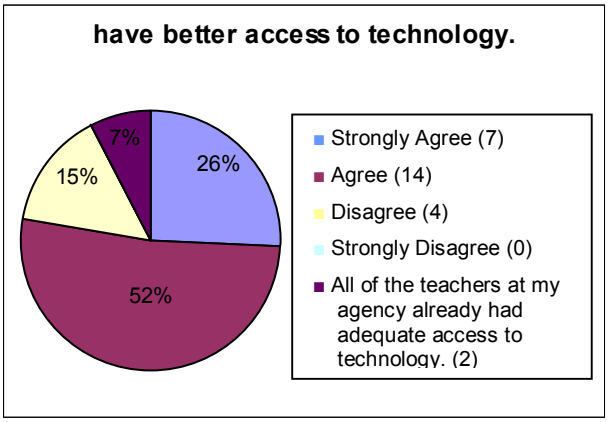
The percentages in each of the following charts are based on the total number of participants completing each question.

ETE End-of-Year Survey Results:

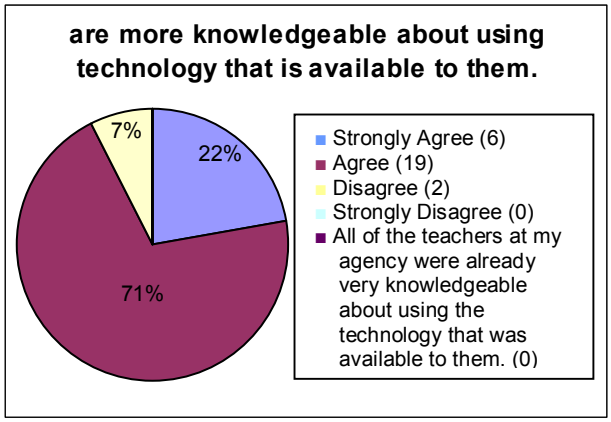
(1) In comparison with Year One of the Technology Integration Project, teachers at my adult education program now:



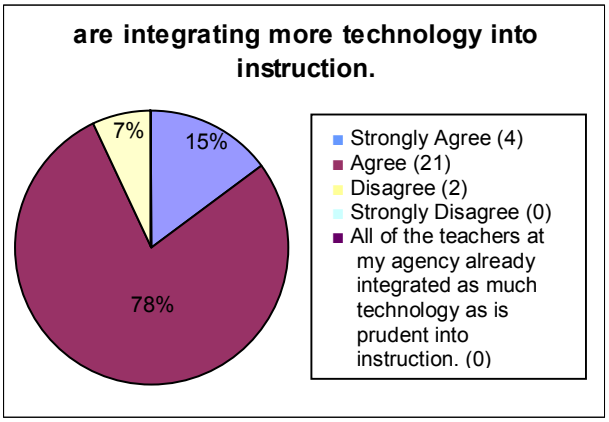
27 Responses



27 Responses

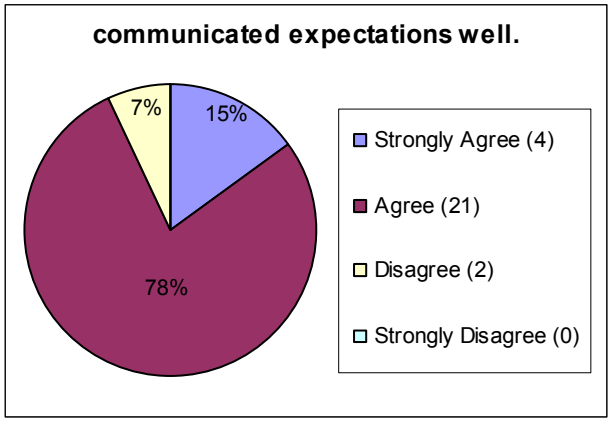


27 Responses

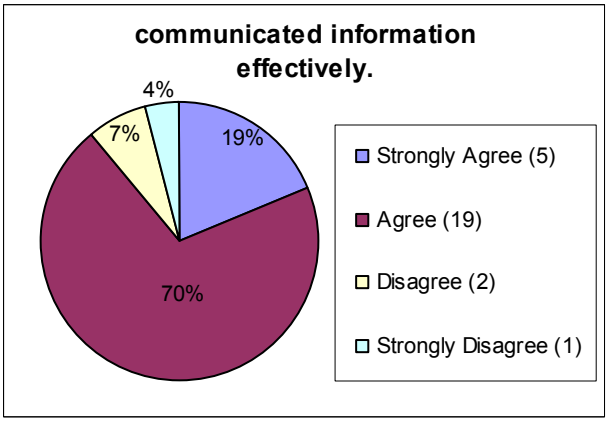


27 Responses

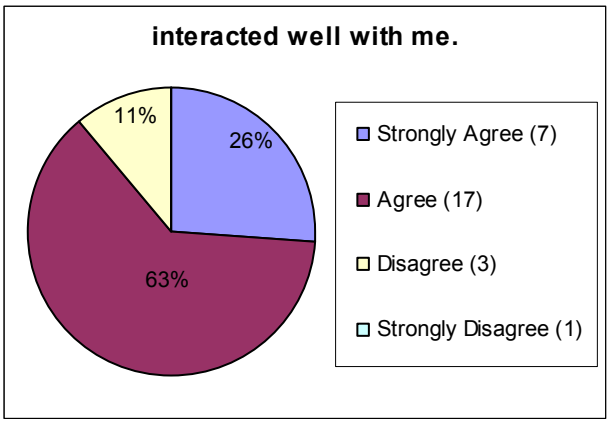
(2) In regard to Year Two of the Technology Integration Project, the Arizona Department of Education, Adult Education Services Unit:



27 Responses

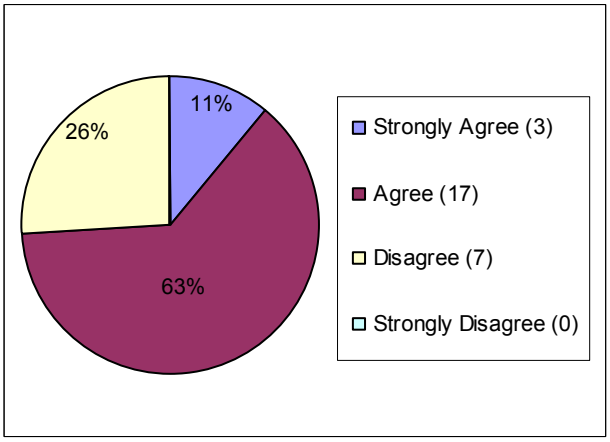


27 Responses



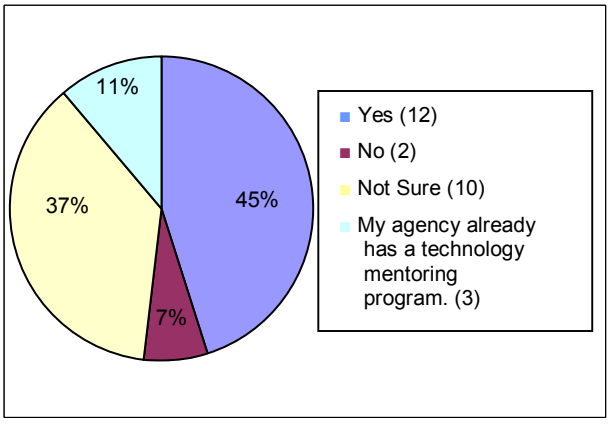
27 Responses

(3) The online educational technology discussions hosted by various ETEs throughout the year were beneficial.



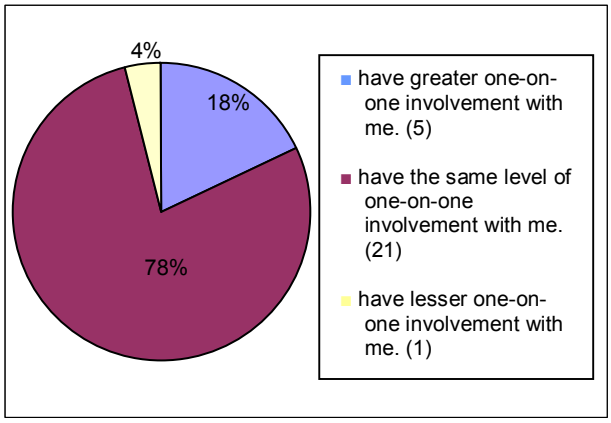
27 Responses

(4) I would like to develop a technology mentoring program for faculty at my agency.



27 Responses

(5) In regard to the Technology Integration Project, in Program Year 2007-2008, I would like the Arizona Department of Education, Adult Education Services Unit to:



27 Responses

(6) At future educational technology workshops sponsored by the Arizona Department of Education, Adult Education Services Unit, I would like sessions related to (please select all that apply):

(1) effective instructional strategies utilizing technology. (22)	82%
(2) creating technology-rich classroom lessons. (19)	70%
(3) future trends in educational technology. (18)	67%
(4) specialized training in educational technology hardware (e.g. – PalmPilot, video camera, etc.). (18)	67%
(5) getting administrators, teachers, and students motivated about using technology. (15)	56%
(6) specialized training in educational technology software (e.g. – Excel, digital storytelling, etc.). (15)	56%
(7) ASSET. (14)	52%
(8) developing a program-specific technology plan. (13)	48%
(9) ETE professional sharing opportunities. (13)	48%
(10) developing a technology mentoring program. (11)	41%
(11) national perspectives on technology integration. (11)	41%
(12) effective collaboration strategies to support distance learning efforts. (9)	33%
(13) online library resources. (9)	33%
(14) Other (please specify): more effective use of a laptop in the classroom. (1); more current educational technology (Camtasia, etc.). (1)	7%

27 Responses

(7) Please provide any additional comments you would like to share with the Arizona Department of Education, Adult Education Services Unit:

(1) Too bad we're leaving State funding…

(2) I'd really like to see more materials geared for adults, or at least minimal reference to to [sic] grade levels K-12.

(3) It hasn't been that long that we intergraded [sic] technology into our classroom.

(4) Although ADE/AES has made a great effort in terms of offering technical support through the ETE's workshops, perhaps one of the greatest challenges still continues to be the lack of monetary resources to either purchase hardware or to provide teachers with more professional development opportunities where they can be fully trained on how to use all resources made available to us from ADE/AES, and how to effectively integrate them into the curriculum.

(5) Provide more clarification of "technology in the classroom."

(6) Thank you Matthew, Sheryl and all of those involved in the Arizona Technology Integration Progject [sic]. Great working with you!

(7) Thank you for all the training.

(8) I would enjoy short, voluntary conferences throughout the year so that as a group of ETEs we could touch base on things like what is working in our teaching technology and what new tools we could use. I know that the online discussion group was probably intended to do just this, but it's different when you can't speak with people face-to-face, when there are new topics to try and consider so often, and when you can't have live demonstrations of how technology and technique work in practice.

(9) I enjoyed the year, but I was very disappointed in the amount of interaction by most of the ETE's [sic]. I feel that programs who [sic] demonstrated more effort should be rewarded by some additional funding!

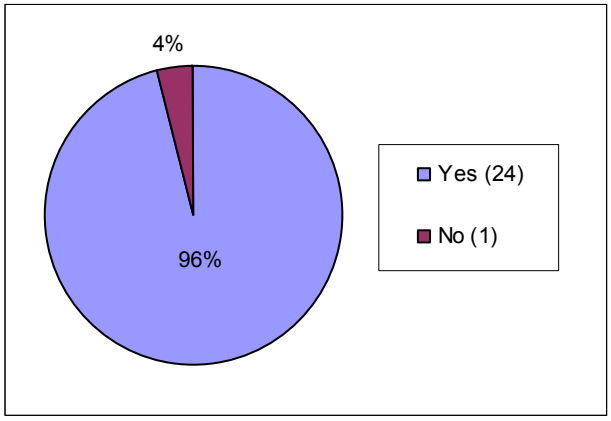
(10) This has been a wonderful experience for my agency and I [sic]. I feel this experience has help [sic] us in our efforts to integrate technology with in [sic] our program. Sheryl Hart & Matthew Piech have done a wonderful job guiding us in the right direction. I look forward to the new technology integration year 2007-2008.

(11) I felt crippled as the single ETE. Our staff felt like technology was "1 more thing to do for the state" and weren't open to discussion, period. I was never able to overcome my perception the staff attitude [sic] and therefore nothing progressed outside of my individual efforts. I'm not sure what the Adult Ed Services Unit could do about the situation. Maybe the new ETE will be able to start with a fresh approach. I wish I could have done more; I had many ideas.

(12) Just thanks you [sic] very much for all your support and guidance to better understand the progress in development [sic] a technology plan for our programs.

2006-2007 Technology Integration Project Directors Survey Results:

(1) My program participated in Year Two of the Technology Integration Project sponsored by the Arizona Department of Education, Adult Education Services Unit.

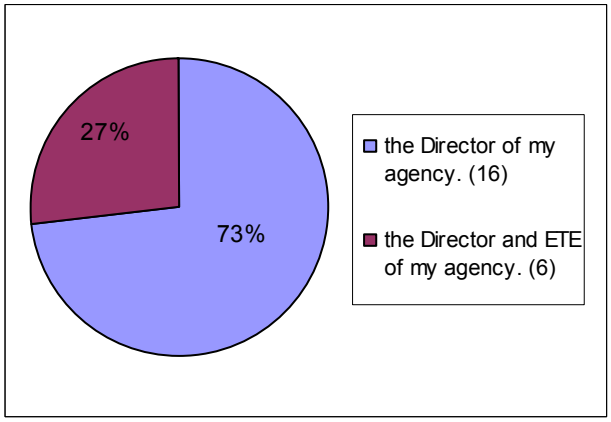


25 Responses

(2) If you answered "No" to question Number One, please explain why your program didn't participate.

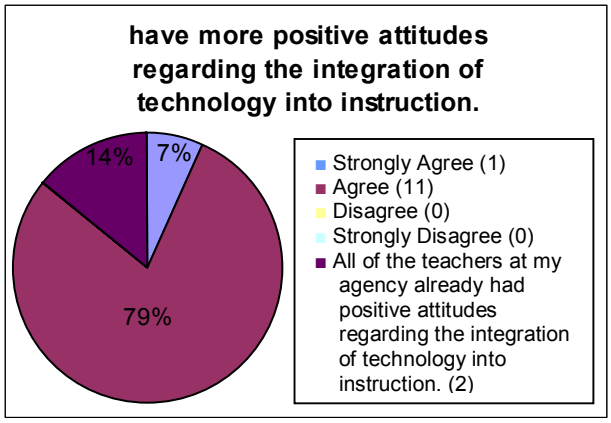
Knew [sic] we were already doing it.

(3) I serve as:

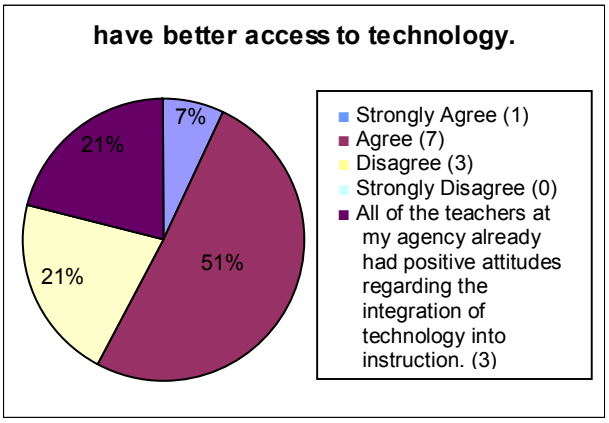


22 Responses/3 No Responses

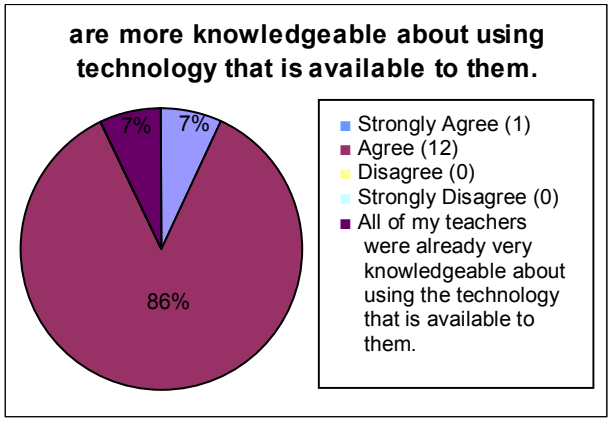
(4) In comparison with Year One of the Technology Integration Project, teachers at my adult education program now:



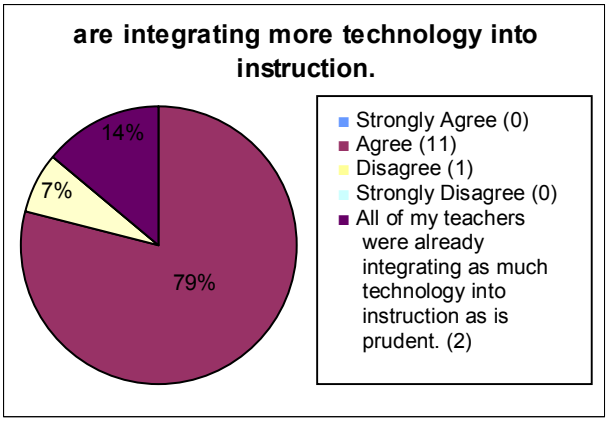
14 Responses/11 No Responses



14 Responses/ 11 No Responses

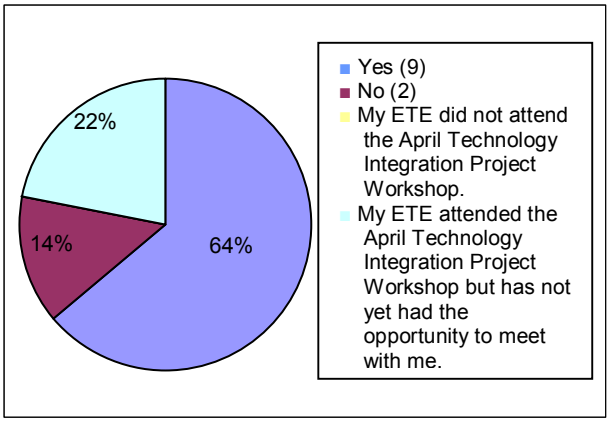


14 Responses/11 No Responses



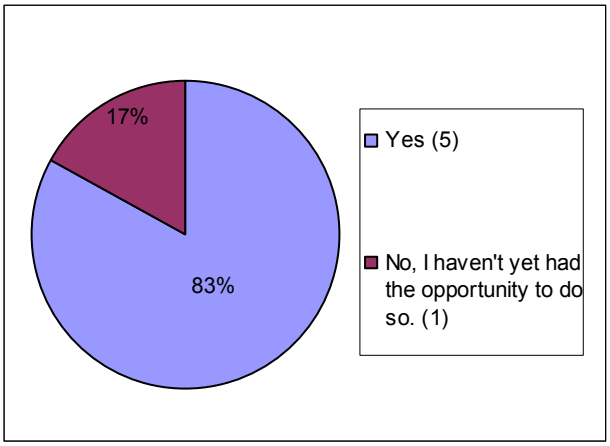
14 Responses/11 No Responses

(5) My ETE shared information received at the April Technology Integration Project Workshop with me.



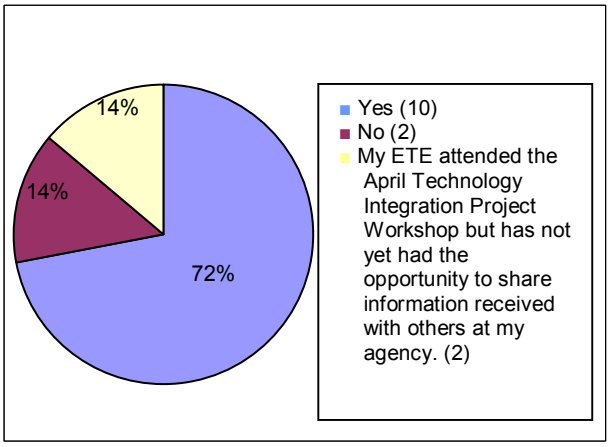
14 Responses/11 No Responses

(6) I serve as both the Director and ETE for my adult education program, and I have shared the information received at the April Technology Integration Project Workshop with my staff.



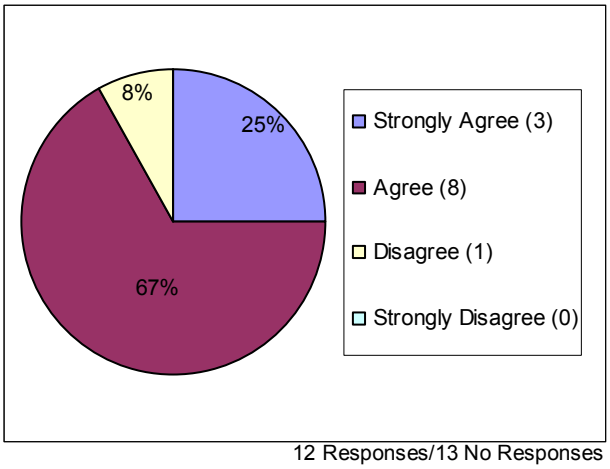
6 Responses/19 No Responses

(7) My ETE shared information received at the April Technology Integration Project Workshop with others at my agency.



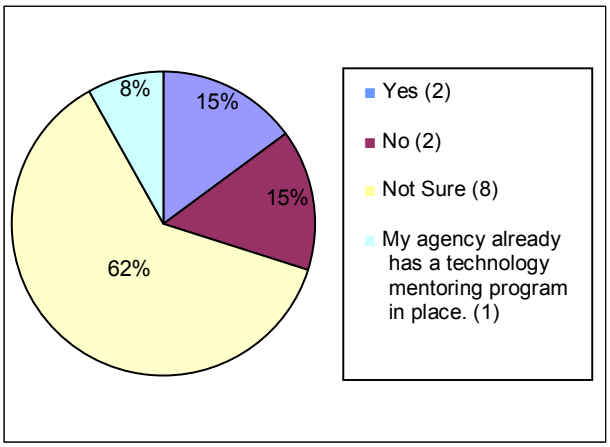
4 Responses/11 No Responses

(8) The Arizona Department of Education, Adult Education Services Unit kept me adequately informed about the project.



12 Responses/13 No Responses

(9) I would like to develop a technology mentoring program for faculty at my agency.



13 Responses/12 No Responses

Projected Outcomes:

At the beginning of the 2006-2007 Technology Integration Project year, AES projected four outcomes:

By June 30, 2007, each participating program will have:

- a staff member(s) who can act as a liaison with the State office and who possesses expertise in the area of educational technology integration.
- received additional information, training, and support from its ETE to more fully integrate the Arizona Adult Education Technology Standards into instruction.
- made progress towards completing, or completed, its agency-specific technology plan.

Actual Outcomes:

At the close of the 2006-2007 Technology Integration Project year, AES achieved the following outcomes:

By June 30, 2007:

- 30 adult education programs (91%) had a staff member(s) who could act as a liaison with the State office and who possessed expertise in the area of educational technology integration.
- 30 adult education programs (91%) received additional information, training, and support from its ETE to more fully integrate the Arizona Adult Education Technology Standards into instruction.

- 9 adult education programs (27%) made progress towards completing, or completed, their agency specific technology plan.

Visions for Year Three:

During Program Year 2007-2008, AES will continue to support and assist participating programs as they move ever closer towards full technology integration as defined by the Technology Integration Continuum for Arizona Adult Education.[1] As required in Program Year 2007-2008 Arizona Adult Education Grant Award Contracts, every state-fund adult education program must appoint and maintain an ETE throughout the academic year.

Although the ADE/AES Unit will continue to expect ETEs to assist faculty at their respective adult education agencies to more fully integrate technology into instruction while aiding their program directors in the implementation or completion of their agency-specific technology plans, the ADE/AES Unit will also have several new potential areas of participation for these professionals. First, the Unit will encourage program directors to utilize their ETEs as contact points for students interested in Distance Learning (DL) instruction. Second, ETEs will be asked to become intimately familiar with ASSET and to regularly encourage and assist faculty to enroll in online instruction and to use the multitude of online resources to support and enhance instruction. Finally, those ETEs interested in initiating a teacher technology mentoring program at their agencies will be invited to participate in an online book study hosted by the ADE/AES Unit.

Conclusion:

As one can conclude from reading the 2006-2007 ETE End-of-Year Survey results along with the 2006-2007 Technology Integration Project Director Survey, overall Arizona Adult Education has made progress towards more fully and effectively integrating technology into classroom instruction. However, there is still much work that needs to be done across the State. To begin, the program directors of those agencies which still have not completed program-specific technology plans should make it a priority to do so. Next, if they have not already done so, program administrators should begin to ensure that *all* of their instructors are (1) basing their lesson plans on the Arizona Adult Education Standards, which include the Arizona Adult Education Technology Standards; (2) using the technology that is available to them; and (3) having their students use educational technology resources to support and enhance learning. Finally, program directors should encourage their faculty to participate in technology training opportunities whenever possible, especially those that are available online for a minimal cost through ASSET or for free through WebJunction Arizona.

[1] *Technology Plan for Arizona Adult Education. Oct. 2005. Arizona Department of Education. Appendix B, p. 24.*

Appendix A

2006-2007 ETE Online Forum Threaded Discussions: Facilitators, Organizations, & Topics

Facilitator	Organization	Topic
Matthew Piech	ADE/AES	Using Videotapes to Support & Enhance Adult ESOL Instruction
Cassandra Truax	Northland Pioneer College Adult Education Program	Using the LCD Projector in the Classroom
Tim Keith	Mohave College Adult Education Program	Assessment Testing
Alberto Ramirez	Pima College Family Literacy Program	Technology Integration Strategies
Sue Johnson	Victory Adult Education Program	The Benefits and Drawbacks of Cell Phones in the Classroom
Daniel Sitzler	Frank X. Gordon Learning Center	Using Online Wikis in the Classroom
Craig Lefever	Coconino College Adult Education Consortium	Positive and Negative Aspects of Online Assessment
Liz Meyer	Friendly House Adult Education Program	Generating Effective Computer Tutorials for ELAA Students
Rebecca Gray	Pima County Adult Probation – LEARN	The Impact of Technology on Literacy
Lynn Reed	Literacy Volunteers of Maricopa County	Computer Assisted Instruction
Ingrid Ellis	Rio Salado College Adult Education Program	How Useful Are Internet Sites for Teaching Civics?
Elisabeth Goodwin	Pima College Adult Education Program	Hurray, Someone Put a Computer in My ESOL Classroom!
Wendy Scheder	Pima College Adult Education Program	Transforming a Basic Computer Lab into an ESL Lab
Patricia Taylor	Mesa Public Schools Adult Education Program	Netiquette & Internet Security
Miguel Angel Garcia	Queen Creek USD Adult Education Program	Benefits of Teaching Students How to Use Office Equipment
Maureen Hoyt	Arizona Call-A-Teen Youth Resources	United Streaming

Appendix B

End-of-Year Program-specific Technology Summaries Submitted to Adult Education Services

(Program directors approved the following summaries for inclusion in this report)

Arizona Call-A-Teen Youth Resources:

Where was your program in terms of technology integration at the start of Year Two of the Technology Integration Project?

At the beginning of the 2006-2007 Program Year, Arizona Call-A-Teen Youth Resources (ACYR) was implementing many of the technology innovations outlined in its Year One Technology Integration Project Final Report.

Where is your program today in terms of technology integration (June 2007)?

Arizona Call-A-Teen Youth Resources has accomplished most of the goals that it set for itself during Program Year 2006-2007. These achievements include: (1) listing the agency's hardware, software, Internet resources, current curriculum, and integration strategies by December 30, 2006; (2) suggesting improvements in hardware, software, Internet resources, current curriculum, and integration strategies by January 2007; (3) continuing to e-mail technology utilization possibilities to staff; (4) maintaining student technology checklists; (5) continuing to add to the agency's online curricula resources; and (6) adding seven workstations at ACYR while repairing two others—all of these stations are online and have MHC Pre-GED installed.

Staff members continued to use United Streaming throughout the program year. Additionally, they received orientation to ASSET and were given passwords. ACYR provided notebooks with CDs containing selected United Streaming lessons at its sites for students use. The agency also installed folders on all of its student computer workstations that contain a video folder. Finally, ACYR has updated and refined its online curriculum links while adding new links on a regular basis. The agency's staff members have integrated technology into their classrooms and are very enthusiastic about using it.

Where do you see your program going in Program Year 2007-2008 in terms of technology integration?

During Program Year 2007-2008, Arizona Call-A-Teen Youth Resources will establish additional technology goals, such as fully implementing its student technology checklist, updating its online curriculum with links to the MHC Pre-GED software, and aligning its programs to the new Adult Education Standards. Finally, the program director will require her staff to report on weekly lessons using technology and to take one or more ASSET courses online.

Central Arizona College Adult Education Program:

Where was your program in terms of technology integration at the start of Year Two of the Technology Integration Project?

At the beginning of Program Year 2006-2007, Central Arizona College (CAC) ABE, ASE, and ELAA instructors were using some technology in their classes and were making greater use of the open computer lab at the Casa Grande Center. However, there was definitely room for improvement and teachers were regularly reminded of the availability of the lab. The Program also offered one-on-one technology training to its instructors in order to allow them the opportunity to improve their technology skills at times convenient to them. Furthermore, some part-time CAC part-time instructors did not have College e-mail accounts and several did not have personal e-mail accounts either. Likewise, virtually all communication with these instructors occurred via phone or in-person.

Where is your program today in terms of technology integration (June 2007)?

As of June 2007, all part-time CAC adult education instructors had College e-mail accounts, which they used primarily for reporting grades. Most communication with instructors was conducted via phone or personal e-mail accounts, although the College does encourage all of its instructors to check their e-mail accounts regularly.

Currently all instructors are required to submit a technology-rich lesson plan once per semester, as well as conduct a class in the computer lab (Casa Grande classes only) or visit a local public library for an introduction to their resources (off campus sites). The Program also has a laptop computer available for its instructors to check out, and it recently procured the use of a data projector along with Internet access in both of the classrooms at the Casa Grande Center. Additionally, CAC Adult Education Program has purchased projector screens for both of its classrooms in order to enhance the use of the data projector (as well as the traditional overhead projector) and make it more appealing for instructors to use.

Due in part to teacher encouragement, student hours in the open computer lab increased from 299 in Program Year 2005-2006 to more than 558 in Program Year 2006-2007, an increase of more than 86%. However, none of the instructors requested the one-on-one technology training that CAC offered. Due to the issues brought forth with Proposition 300 compliance, the administration temporarily shifted its priorities and did not follow up with the instructors on these missed opportunities.

Where do you see your program going in Program Year 2007-2008 in terms of technology integration?

Next year, CAC Adult Education Program plans to incorporate the use of more technology into both its ELAA and ABE/ASE curricula. Likewise, it will require that its instructors submit technology-rich lesson plans once per 8-week session, rather than

once per semester. To continue, the Program administration will continue to work on increasing teacher and student use of the open computer lab at the Casa Grande Center, as well as at the learning center at the Superstition Mountain Campus in Apache Junction. The program director plans to contact individual instructors whom she has observed as deficient in their abilities to use technology in order to schedule one-on-one technology training. Finally, the Program will continue to work towards using CAC e-mail accounts as the primary means of communication with its instructors.

During Program Year 2007-2008, the CAC Adult Education Program also plans to establish a teacher mentoring program, with technology integration being a primary goal. By hiring two full-time ABE/ASE preceptors, the Program anticipates being able to meet the needs of the part-time instructors with respect to the integration of technology. Additionally, the administration plans to purchase additional hardware for its off-campus sites. This acquisition will include four laptops, four data projectors, and four wireless remotes along with MHC GED Interactive software to use at the Superstition Mountain Campus.

Cochise College Adult Education Program:

Where was your program in terms of technology integration at the start of Year Two of the Technology Integration Project?

Cochise College Adult Education Program was fairly far along in terms of technology integration at the start of Year Two of the Project. Although the Program had not yet composed a technology plan, administrators and faculty had an idea of the direction they wanted the organization to take. Additionally, the Program had already begun using Web communities and was providing regular technology training sessions to its instructors based on areas identified in a recent technology skills survey. Finally, the Program had, for several years, been offering computer classes to its students, maintaining open, Internet-ready computer labs, and pursuing technology integration in the classroom.

Where is your program today in terms of technology integration (June 2007)?

In addition to continuing the technology initiatives it began in earlier years, Cochise College Adult Education Program administrators and staff members undertook training and made the decision to pursue remote meetings and trainings through the iLinc Website. The College has also made technology integration one of its three principle program initiatives for the coming year. During Program Year 2006-2007, every teacher on staff enjoyed some technology integration innovations, and many instructors experienced them on a continuing basis. Additionally, the Program's ETEs began building and stocking a virtual training library of Vodcasts created through HyperCam software. They also created a server for all students and staff to back up their important files and store the agency's virtual library. Furthermore, the technology plan planning committee completed its framework for, and has made progress towards completing, the agency's technology plan. Finally, the Program's inventory of technology hardware

and software has grown with the addition of new computers, televisions, VCR units, DVD units, wireless capacity, laptops, LCD projectors, digital cameras (both still and video), and wireless mouse/keyboard units.

Where do you see your program going in Program Year 2007-2008 in terms of technology integration?

During the next program year, Cochise College Adult Education Program will complete its technology plan, continue to make technology integration in the classroom a priority, add a new ETE to its team, continue its move toward meeting and training via iLinc, change the Program's Web community platform from MSN to Blackboard, introduce the staff to as many online training opportunities as possible, and be represented by several presenters at the Arizona Adult Education State Conference in December. Cochise will also continue its work in ABE/ASE distance learning. Fortunately, the College's IT Department is committed to continuing to provide support and technical assistance for the adult education program.

Coconino Community College Adult Education Consortium:

Where was your program in terms of technology integration at the start of Year Two of the Technology Integration Project?

In July 2006, the Coconino Community College Adult Education Consortium could best be described as "a work in progress" in regard to its technology integration initiative. Although the Consortium had a working draft of its technology plan, it required subsequent modifications throughout the year. Furthermore, based on various site inventories and surveys, the Consortium knew what it had, what it needed, and which sites needed these items. However, these instruments also indicated that there were still several glaring omissions as far as technology resources and teacher training. On a positive note, both administrators and instructors were familiar with the technology standards and the basic plan for its implementation.

Where is your program today in terms of technology integration (June 2007)?

At the end of Year Two of the Technology Integration Project, the Coconino Community College Adult Education Consortium still considers itself "a work in progress" concerning its technology integration initiative. In the words of its ETE, "There always seems to be one or several more things I would like to see done. I guess things will always be this way. Each month brings new achievements and new problems, but it [the Consortium] is closer to a full implementation than the previous month."

The Consortium's Flagstaff sites are running smoothly; however, some of its other sites are still grappling with basic issues, such as teacher training and Internet access. Currently, a significant hurdle for technology integration is communication and planning with the amorphous Coconino Community College IT administration. They lack

employees in several key positions. Nonetheless, from a practical, troubleshooting standpoint, the on-site IT service at most locations is excellent through existing IT staff.

Where do you see your program going in Program Year 2007-2008 in terms of technology integration?

The Coconino Community College Adult Education Consortium hopes to further expand technology integration at all of its sites and within all of its programs. However, this may be hindered by the recent loss of two of the agency's main "hands-on" administrators. Despite this, the Consortium's ETE plans to continue to try to bring technology integration topics into the Consortium's GED reframing discussions, including a student technology survey as part of its new 12-hour orientation program. He would also like to see the Consortium's instructors become more familiar with all of its existing technology resources and cross-train its GED instructors with ELL technology and vice versa. However, the ETE believes this would require some kind of paid, professional development time, possibly through a mentoring program.

Gila Literacy Program:

Where was your program in terms of technology integration at the start of Year Two of the Technology Integration Project?

At the start of Year Two of the Technology Integration Project, teachers at Gila Literacy Program continued to integrate technology into instruction in fashions similar to those employed during Year One.

Where is your program today in terms of technology integration (June 2007)?

During most of Program Year 2006-2007, Gila Literacy Program anticipated that it would close by June 30, 2007. However, it recently learned that in Program Year 2007-2008 it will be reorganized into Gila County Adult Education Program. Likewise, the agency has been, and continues to be, in a state of transition. Next year, it will hire all new teachers and begin training them from the ground up. Needless to say, the Program hopes that some of its new-hires will possess educational technology skills.

Where do you see your program going in Program Year 2007-2008 in terms of technology integration?

As mentioned earlier, Gila County Adult Education Program realizes that it will need to train all new employees in Program Year 2007-2008. However, while it does so, it remains hopeful that it may gain fresh ideas on how to better integrate technology into instruction. Considering the daunting task ahead, the agency welcomes any assistance that it may receive from the ADE/AES.

Gilbert Adult ESOL Program:

Where was your program in terms of technology integration at the start of Year Two of the Technology Integration Project?

When Gilbert Adult ESOL Program began Program Year 2006-2007, students in levels 1-5 spent one hour per week in the computer lab. The Technology Specialist/Computer Teacher used this time to provide computer-based instruction to support what students were learning in their English classes, as well as to teach the Adult ESOL Technology Standards.

Where is your program today in terms of technology integration (June 2007)?

Throughout Program Year 2006-2007, Gilbert Adult ESOL Program continued to integrate educational technology into instruction through the support of the Technology Specialist/Computer Lab Teacher and ongoing student use of the computer lab. The Technology Specialist/Computer Teacher continued to correlate her computer-based lessons with those of the students' ELAA instructors in order to support and enhance classroom instruction, while simultaneously ensuring that the Technology Standards were addressed. After the ETE attended a couple of Technology Integration Project workshops and the agency received a visit from the Arizona Department of Education, Adult Education Services Unit, more information was introduced to the Gilbert Adult ESOL Program as to how teachers could better integrate educational technology into their respective classrooms. Thereafter, this information was shared with the Program's teachers who now feel as though they have a clearer idea of what educational technology integration entails.

Where do you see your program going in Program Year 2007-2008 in terms of technology integration?

Next year the Gilbert Adult ESOL Program plans to provide numerous staff development opportunities for all teachers involved in the program. However, prior to offering these opportunities, the program director, the ETE, and teachers at the agency will work together to develop a three-year technology plan. Since the Program employs teachers with years of experience in adult ESOL instruction, their input into the development and implementation of the plan is essential. Furthermore, by involving multiple entities in the creation of the plan, the agency feels that there will be broader awareness, understanding, and support for it. The Program anticipates that the first part of its plan will concentrate on establishing a long-term vision for technology integration at the agency while identifying the current and future needs of its students. Thereafter, the plan will address technology-related staff development. Finally, the document will include protocols by which to evaluate the effectiveness of the plan while enabling the agency to modify it as needed.

La Paz Career Center:

Where was your program in terms of technology integration at the start of Year Two of the Technology Integration Project?

At the beginning of Program Year 2006-2007, La Paz Career Center administrators and faculty reviewed the various technological resources that were available at the Center. Based on this analysis, administrators and faculty shared a sense of optimism that the Center's future, in terms of technology integration, was unlimited.

Where is your program today in terms of technology integration (June 2007)?

La Paz Career Center considers itself to be at a suitable level of technology integration. Students in its ABE, ASE, and ELLA classes currently utilize the Center's computers to conduct Web activities for approximately 50% of their allotted lesson times. Based on this approach, La Paz students are much more aware of, and comfortable using, technology.

Where do you see your program going in Program Year 2007-2008 in terms of technology integration?

La Paz Career Center plans to take full advantage of the technology available to it. Using these resources, the Center's faculty and staff have established a common goal of improving their students' technological awareness and skills during Program Year 2007-2008.

Literacy Volunteers of Maricopa County:

Where was your program in terms of technology integration at the start of Year Two of the Technology Integration Project?

Literacy Volunteers of Maricopa County (LVMC) staff has always been very open to the use of technology for instruction, since the agency's major delivery format is computer-assisted instruction. LVMC has also made good progress using technology in individual class sessions and incorporating the technology standards into instruction. All staff members exhibit positive attitudes and aptitudes regarding technology.

Where is your program today in terms of technology integration (June 2007)?

LVMC staff members are approaching the point of using technology to the fullest extent possible to support and enhance instruction. In contrast, technology integration for students really depends on the individual learner. LVMC offers a variety of technology-specific classes at its West Learn Center, including how to use Microsoft Word and Excel, Adobe Photo Elements, an introduction to the Internet, making purchases on Ebay, etc. These classes are open to all students and are publicized at each LVMC center. In March, the agency received 13 laptops. This enabled it to set up a portable

"lab" in its main office classrooms. Additionally, LVMC is using a wireless network which allows the staff to use the computers in any room in the main office. This has given the agency the capability to offer classes in which students can use computers to address the technology standards. Finally, during Program Year 2006-2007, LVMC set up an intranet for employee use. Doing so has given the agency an additional method of communicating between centers.

Where do you see your program going in Program Year 2007-2008 in terms of technology integration?

In Program Year 2007-2008, LVMC will be expanding its distance learning program. The agency has already created partnerships with organizations in Maricopa County and the Payson area through which to provide distance learning services for ABE and ASE students. On a related note, the LVMC director, Lynn Reed, is participating in the Leadership Excellence Academy and is considering using Distance Learning (DL) research for the project piece of the academy due at the end of the year. This research would also provide her staff with the opportunity to test some of the theories and practices used in DL.

Literacy Volunteers of Tucson:

Where was your program in terms of technology integration at the start of Year Two of the Technology Integration Project?

At the beginning of Year Two, Literacy Volunteers of Tucson (LVT) was in the process of making volunteer tutors aware that integrating technology into their lessons was important for students.

Where is your program today in terms of technology integration (June 2007)?

Literacy Volunteers of Tucson has seen a few tutors begin to use technology in their classrooms. Two have taken their classes to the agency's computer lab for instruction. LVT also now has three computer tutors who work one-on-one with both students and volunteer tutors to increase their computer skills. The agency is preparing to offer digital storytelling workshops to our tutors. Finally, the tutor newsletter is now sent electronically and e-mail blasts are used more frequently with tutors and donors.

Where do you see your program going in Program Year 2007-2008 in terms of technology integration?

Although Literacy Volunteers of Tucson will no longer be a state-funded adult education provider, it plans to continue digital storytelling workshops while assisting tutors and students to create them. It also envisions updating the agency's Website with a new page for students, which will contain links to online learning. Additionally, the program intends to initiate a tutor listserv or bulletin board. Lastly, it plans to post student and

tutor digital stories on the LVT Website, recruit more computer tutors, and encourage more tutors to use the LVT computer lab or a library lab.

Maricopa County Adult Probation – Frank X. Gordon Learning Centers:

Where was your program in terms of technology integration at the start of Year Two of the Technology Integration Project?

Although Frank X. Gordon Learning Centers had not fully integrated technology into instruction at the start of Year Two of the Technology Integration Project, the agency had moved closer toward achieving that goal. For example, it had acquired new equipment (about 15 laptops) for future projects, which are now being developed. Also, Frank X. Gordon has been assisting its staff members to update their technology skills through various classes and workshops provided by Maricopa County.

Where is your program today in terms of technology integration (June 2007)?

Today, the Frank X. Gordon Learning Centers are closer to full technology integration than they were last year. Although the agency may never provide Internet access to students, due to court restrictions, the agency understands that Net access is not the alpha and omega to technology integration. The Adult Probation Department will continue to brainstorm new ideas on how to bring Internet content to their students without actually having them logging onto the Net itself. ASSET has helped tremendously in this area. To illustrate, some of the agency's teachers have started to research the resources offered through the ASSET portal while integrating some of the many materials offered there into their classroom instruction. Since Frank X. Gordon does have a smaller staff than other adult education programs, its mentorship program is rather small. In fact, the agency has actually taken a somewhat different approach to coaching and mentoring: it is pairing younger teachers, who know more about technology, with veteran teachers who have more experience teaching but not as much experience using technology to support and enhance instruction. By doing so, Frank X. Gordon hopes that teachers will learn from one another while concurrently improving their technology skills.

Where do you see your program going in Program Year 2007-2008 in terms of technology integration?

Next year, Frank X. Gordon plans to introduce new laptops, installed with basic computer skills software, into its classrooms. Additionally, the agency is working on creating portable video/audio lessons which students may download from the school's computers and take home on a CD-ROM, flash drive, or MP3 player. These lessons will include links to educational Websites that students may access remotely.

Mesa Public Schools Adult Education Program:

Where was your program in terms of technology integration at the start of Year Two of the Technology Integration Project?

At the beginning of the year, the Mesa Public Schools Adult Education Program computer lab had been operational for a full year and some of the lingering technical problems it had experienced were finally resolved over the summer. Additionally, curricula from the previous year had been reviewed and revised. Finally, GED Online was available both in the lab and to students who registered for home participation.

Where is your program today in terms of technology integration (June 2007)?

During Program Year 2006-2007, the physical layout of the Mesa Public Schools Adult Education Program computer lab was changed to allow for greater student access to the computers. This enabled learners to more comfortably work in teams and also made teaching more efficient, since students could now sit around tables as well as at the computer stations. All staff members participated in a two-hour training session on importing and using graphics. This course was taught by the Information Services instructor for the District. Teachers were also trained in the use of the Splendid ESOL Web and Rosetta Stone. In late April, several staff members presented technology-related sessions at the AALL Mini-Conference in Sierra Vista. Towards the end of the program year, the agency director developed a SurveyMonkey questionnaire for staff to use in order to critique the program.

Where do you see your program going in Program Year 2007-2008 in terms of technology integration?

Earlier this year, Mesa Public Schools Adult Education Program ordered a video projector for the lab, which has since been delivered. It will be permanently installed before the school year starts so that instructors will be able to project computer screen images for the entire class to observe simultaneously. The Program also plans to further review and revise its curricula and teachers will be trained in ASSET, PowerPoint, and Pre-GED Online. Finally, the agency will install Rosetta Stone for student use.

Mohave Community College Adult Education Program:

Where was your program in terms of technology integration at the start of Year Two of the Technology Integration Project?

At the beginning of the program year, Mohave Community College Adult Education Program instructors were beginning to use some technology in the classroom. Student and faculty access to higher-level technology was only available in certain areas of the College while lower-level technology, such as VCRs, overhead projectors and TVs, was available in most classrooms.

Where is your program today in terms of technology integration (June 2007)?

Computers are still not available in every classroom; however, the overall use of technology by faculty and students has increased. More students are using computer programs to enhance their learning experiences. During Program Year 2006-2007, Mohave Community College Adult Education Program experienced very high turnover in instructors. Consequently, this led to the need for continuous retraining in the technology we have at the College.

Where do you see your program going in Program Year 2007-2008 in terms of technology integration?

Next year, Mohave Community College Adult Education Program plans to further integrate technology into its curricula by adding technology-rich components to the lesson plans used by instructors. Additionally, the Program will provide faculty and staff with ongoing training in the use of technology that is available through the college.

Native Americans for Community Action:

Where was your program in terms of technology integration at the start of Year Two of the Technology Integration Project?

As of July 2006, Native Americans for Community Action (NACA) had developed an outline for its agency-specific technology plan. Additionally, NACA had composed a timeline for the development of the actual plan and identified potential barriers to technology integration. The agency had also crafted a technology vision and established written technology goals. However, in the months following these achievements, NACA experienced several staffing changes. First, the program director was replaced in June and then the agency's ETE left at the end of September. In spite of these changes in personnel, the new director worked with the ETE from Coconino Community College to continue progress on developing a technology plan.

Where is your program today in terms of technology integration (June 2007)?

NACA completed its program-specific technology plan in the late spring of 2007 and implemented the plan shortly thereafter. As part of this process, the agency surveyed and compiled the technology attitudes and aptitudes of its staff and students. The director submitted a grant proposal to the Verizon Foundation in early June for essential technology upgrades; however, the Foundation did not award the grant to NACA. As a result, the agency will have to continue to work with limited student/staff access to technology. NACA's current lab is inadequate for teaching computer classes as outlined in the plan. On a positive note, the grant template is completed and will be very useful in pursuing alternative sources of funding for the agency.

During Program Year 2006-2007, NACA also found that pairing students with differing levels of computer skills was a viable alternative to offering classes. Finally, using existing funds, NACA was able to upgrade its computer operating system and purchase a typing tutorial software application.

Where do you see your program going in Program Year 2007-2008 in terms of technology integration?

In Program Year 2007-2008, NACA's adult education program will come under the administration of Coconino Community College (CCC). However, the director plans to implement NACA's plans at this learning center with additional input from CCC. As mentioned earlier, the agency's grant proposal to the Verizon Foundation for technology purchases/upgrades was not funded; likewise, it will seek other sources to support its technology integration efforts.

Northland Pioneer College Adult Education Program:

Where was your program in terms of technology integration at the start of Year Two of the Technology Integration Project?

Northland Pioneer College Adult Education Program had trained three staff members to use the McGraw Hill Contemporary Integrated Online Solutions program; however, these teachers were simply using the application to support and enhance face-to-face instruction—the Program was not using the software to provide distance learning instruction. Additionally, Northland Pioneer College Adult Education Program had Learning 2000 software available at five of its locations. The Program also succeeded in making most of its instructors accessible via e-mail. Finally, the College agreed to link to the adult education program from its Web page.

Where is your program today in terms of technology integration (June 2007)?

During Program Year 2006-2007, Northland Pioneer College Adult Education Program gave some thought to improving technology integration. For instance, progress was made towards giving all Program staff access to electronic and Web-based materials. The agency also launched an intranet site, which has links to materials and the Program's technology plan framework. Regarding the development of the plan itself, although a planning committee was formed, no meetings were called.

Where do you see your program going in Program Year 2007-2008 in terms of technology integration?

In Program Year 2007-2008, Northland Pioneer College Adult Education Program intends to continue expanding the resources available on its intranet and working towards getting greater Internet access. It also intends to compose its technology plan by June 30, 2008.

Phoenix Indian Center:

Where was your program in terms of technology integration at the start of Year Two of the Technology Integration Project?

Although Phoenix Indian Center had ETEs during Year One of the Technology Integration Project, they never initiated a plan to integrate technology into instruction at the Center. Likewise, at the beginning of Year Two of the Project, the Center was only beginning to understand the objectives of this initiative.

Where is your program today in terms of technology integration (June 2007)?

During Program Year 2006-2007, Phoenix Indian Center initiated a computer fundamentals class for its students. This class starts at the most basic level (e.g., identifying the parts of a computer) and slowly advances to the point of training learners how to use common software applications (e.g., Word, Excel, etc.).

Where do you see your program going in Program Year 2007-2008 in terms of technology integration?

In Program Year 2007-2008, Phoenix Indian Center plans to continue offering its computer fundamentals class. However, it also hopes to expand its training to show students how to use the Internet to find resources to support their studies. Finally, the ETE plans to collaborate with other Native American agencies in his building in an effort to recruit quest speakers to lecture on the importance of technology in the workplace.

Pima College Adult Education Program:

Where was your program in terms of technology integration at the start of Year Two of the Technology Integration Project?

At the beginning of the Program Year, the Pima College Adult Education (PCAE) ETE team had completed an outline of its technology plan and was ready to begin writing the first draft of the plan.

In regard to access to technology, PCAE had one computer in each classroom at its learning centers and a limited number of computers available for instructors and students at remote sites. However, some of the program's remote sites did not have access to computers while other locations with computers did not have access to the Internet. PCAE's four learning centers each supported a computer lab with LCD projectors available in each one. Lastly, the program had purchased a number of servers for its learning centers and was ready to deploy them.

In terms of attitudes and aptitudes regarding technology, many PCAE staff members embraced the use of technology for instructional purposes and for administrative tasks, while others were more reluctant. Some members were hesitant to replace existing paper processes with computer-based ones. Finally, in regards to the application of technology, PCAE was using instructional software such as New Century, Hawkes Math, and Pre-GED Interactive as part of several classes. The program had completed its second year of providing GED Online instruction and was looking at other ways to

incorporate the MHC GED Online software into its instruction. Staff members at several sites were using Excel spreadsheets and file servers to track daily attendance while other sites continued to rely on paper records.

Where is your program today in terms of technology integration (June 2007)?

As of June 2007, PCAE has completed the draft of its technology plan and now has a road map that it can follow to guide its future efforts. As part of the technology planning process, the program conducted a survey of staff and instructors to assess their skills and identify training needs.

This year, PCAE took several steps to address the issue of providing equitable access to technology across the program, which the agency had identified as a goal during the development of its technology plan. On a related note, the Pima Community College District has a technology standard that includes having a computer, an LCD projector, and a DVD/VCR available in each classroom; this year, the District was able to provide additional resources to begin the process of bringing its adult basic education classrooms up to this standard. Additionally, PCAE was able to purchase LCD projectors and install them in 14 of its classrooms and computer labs. Four of the computer labs received Smart Boards, including at least one lab at each learning center. PCAE has also installed primary and backup file servers at each site. These servers allow staff members to more easily share documents as well as provide personnel with the ability to use server-based instructional software. In order to address the issue of access to computers at remote sites, PCAE purchased a set of laptop computers that will now be available for instructors to check out and take with them. LCD projectors are also available for checkout. However, lack of Internet access is still a problem at several of the program's remote sites.

This year, PCAE saw an increased number of instructors request technology, such as LCD projectors and laptops, for instructional purposes. Some instructors were excited to take advantage of equipment like the projectors and Smart Boards while others took more of a "wait and see" approach. There was also increased interest in using educational software to enhance instruction. Another one of the program's learning centers switched from keeping attendance on paper to using Excel which was a challenge for some staff members who did not have strong Excel skills.

This year, PCAE has expanded its use of technology in several areas. It now offers three types of ABE/ASE online instruction: one course is taught as a distance class, with students only coming to the program's learning center to register and test; the second course is a hybrid class that only meets once per week while the students work at home the remainder of the week; and the third course uses both Pre-GED and GED Online software to enhance classroom instruction. PCAE has entered into an agreement with Pearson Digital Publishing and has been using its ELLIS ESOL software in a mobile laptop lab at PCAE's Eastside Learning Center. Finally, instructors have begun to use the online version of Rosetta Stone software with their students while showing them how they can access the software for free from their homes.

Where do you see your program going in Program Year 2007-2008 in terms of technology integration?

During the upcoming program year, PCAE will complete the final version of its technology plan.

PCAE will continue to work towards bringing its classrooms up to the Pima Community College District standard by installing LCD projectors in the adult basic education classrooms and purchasing DVD/VCRs. PCAE now has laptops and projectors available for checkout; likewise, the program will need to provide training to instructors so they can effectively use the new equipment. PCAE will also work to improve its network infrastructure, which supports the program's learning centers. The 1.5 mb frame relay links that connect PCAE's centers to the District's network are no longer sufficient and the program is looking at ways to upgrade these links. Lastly, PCAE will continue to work to address the lack of Internet access at remote sites by exploring options such as using wireless access cards in laptops or providing DSL links to some classrooms.

PCAE will continue to focus on making technology resources available to staff and instructors. For example, the program is working to develop training materials for the ASSET and WebJunction Arizona Websites so that all of its instructors will be aware of them and able to use them. The program anticipates that the ADE will move to a new Web-based data collection system next year; likewise, it will provide supplemental training for its staff in this area. PCAE will also be increasing its use of instructional software, including GED Online, Pre-GED Interactive, Pre-GED Online, Rosetta Stone, and other software. It will collaborate with its Professional Development team to apply the processes and techniques that it has been learning through PDLA to future technology training sessions.

Pima County Adult Probation – LEARN:

Where was your program in terms of technology integration at the start of Year Two of the Technology Integration Project?

At the onset of the second year of the Technology Integration Project, most Pima County Adult Probation (PCAP) student activities in the computer lab consisted of using the New Century and Plato courseware. However, students also used the Internet and Microsoft Office applications for occasional projects and assignments. All staff members were comfortable with using the computers, specifically with the aforementioned courseware and the Internet. Most personnel were also adept at using some Microsoft Office applications, but these individuals also had gaps in their competency levels within certain programs.

Where is your program today in terms of technology integration (June 2007)?

New Century and Plato courseware continue to be the mainstays for student learning at PCAP, but the MHC GED and Pre-GED programs are now being used more widely. Instructors have begun incorporating more use of the Internet and Microsoft Office applications into student activities. Additionally, students who have Internet access at home are provided with site recommendations for self-study. Staff members also continue to share resources with one another, such as Websites and activities they've developed. All staff members have spent time improving their skills in at least one application, such as Excel and PowerPoint. PCAP now requires this as a part of each instructor's professional development activities.

Where do you see your program going in Program Year 2007-2008 in terms of technology integration?

During Program Year 2007-2008, PCAP staff members will be encouraged to continue building their knowledge of, and competence in using, various software applications so that they, in turn, can help their students build similar skills. PCAP will also explore online professional development activities available through ASSET. Finally, the program will continue to develop its technology plan, as well as expand its advisory board to include former and/or current students.

Queen Creek USD Adult Education Program:

Where was your program in terms of technology integration at the start of Year Two of the Technology Integration Project?

At the beginning of the program year, Queen Creek USD Adult Education Program received a new computer lab with 25 computers and a Proxima projector. In response to this acquisition, the Program developed a computer lab schedule for all ELAA levels and hired a technology instructor. Daytime adult education teachers were able to use the computer lab and began to integrate computer activities into lesson plans according to their ELAA levels. Additionally, most Queen Creek USD Adult Education Program classrooms contained at least one computer with the noticeable exception of the ABE/ASE classroom, which did not have any computers. Teachers also played a role in developing the Program's technology plan.

Where is your program today in terms of technology integration (June 2007)?

Queen Creek USD Adult Education Program now requires all of its instructors to incorporate in-class computer activities for its students. Previously, the technology instructor was solely responsible for teaching basic computer skills to all of the agency's ELAA students. The Program has also installed four computers in the ABE/ASE classroom. Additionally, the agency has made reading, language, and mathematics software training available.

During Program Year 2006-2007, the Queen Creek USD Adult Education Program encouraged all of its instructors to take advantage of the various technology-related

professional development opportunities provided by the school district. As a result, most of the teachers and administrators participated in Microsoft Access, Publisher, and Excel trainings as well as Web design workshops throughout the year. Furthermore, the agency's technology teacher participated in the ASU "Conexiones" program during the summer in order to gather ideas on how to develop a personal video so teachers can implement it as part of their technology activities.

Queen Creek teachers encouraged all of their students to learn computer skills and to use technology regularly. They also suggested that, if possible, students invest in a home computer as well. The Program's administrators distributed the technology-rich lesson plan compilation, composed last year by Arizona's ETEs, to all of its teachers. Thereafter, instructors selected and administered level-appropriate lessons. These and other lessons enabled the agency's students to complete such activities as creating a program newsletter and composing an international recipes book. Finally, teachers utilized educational games such as Jeopardy and EGGspert to support and enhance the learning process. Queen Creek USD Adult Education Program has still not achieved Full Technology Integration as defined on the Technology Integration Continuum for Arizona Adult Education, but it is on a clear path to reaching this objective.

Where do you see your program going in Program Year 2007-2008 in terms of technology integration?

During Program Year 2007-2008, the Queen Creek USD Adult Education program plans to reach the following goals: (1) Achieve full technology integration by June 30, 2008; (2) Make computers and technology accessible to all students in every classroom; (3) Develop and distribute a technology binder to every ELAA student enrolled in the program that contains technology-rich activities, Websites, technology-related vocabulary, etc.; (4) Provide staff with ASSET training so that they may use it as both a classroom resource as well as a portal for professional development; and (5) Encourage teachers to use DVDs, overhead projectors, TVs, Digital Camera, MP3 Players, Proxima Projectors, etc. in their classrooms to help students see that technology is not limited to computers and that other educational technologies do indeed exist.

Rio Salado College Adult Basic Education Program:

Where was your program in terms of technology integration at the start of Year Two of the Technology Integration Project?

The Rio Salado College Adult Basic Education Program consists of learning centers and community learning sites.

At the beginning of the program year, the Rio Salado College Adult Basic Education Program's learning centers and its community sites varied in terms of where each one fell on the Technology Integration Continuum for Arizona Adult Education. The Program's learning centers, such as Rio 7th Avenue, Ann Ott Adult Learning Center,

Southwest Skill Center, Paradise Valley Mall, and Rio East, were equipped with computers and computer labs where students could access computers in order to enhance their education. On the other hand, the agency's community sites were farther back on the Continuum. For instance, some of its community sites had limited access to computers or no access whatsoever. Other community sites contained a teacher's computer, but it was used primarily for recordkeeping.

Technology-related professional development was not a formal part of Rio's instructors' professional development plans. Furthermore, it was not a consistent topic that the agency addressed at its in-services. The Program also did not have an organized framework of technology-rich resources that its instructors could use in order to better integrate technology into their classrooms. Finally, Rio did not have the data it needed to determine its instructors' technology skill levels and what types of professional development activities they needed in order to enhance their skills.

Where is your program today in terms of technology integration (June 2007)?

Rio Salado College Adult Basic Education Program felt that the first step to improve its level of technology integration was to survey its instructors. This survey included questions to better understand the level of computer access that its instructors had, their computer skills, software knowledge, and the types of educational technology-related training they would like to receive. Thereafter, the agency's ETEs met together to analyze the survey results and to plan specific steps to move the agency forward on the Technology Integration Continuum for Arizona Adult Education.

During Program Year 2006-2007, Rio's ETEs focused on two areas: (1) providing technology access to those instructors who had limited or no access; and (2) encouraging instructors who already had access to more effectively utilize technology in their classrooms. In order to achieve the first objective, the agency purchased laptop computers for those instructors working at community sites without computer access. These laptops were equipped with programs such as Rosetta Stone for ELAA students and McGraw Hill Contemporary's Pre-GED and GED Interactive programs for ABE/ASE students. Before the laptops were distributed, Rio's Adult Basic Education Program partnered with the College's Information Services Department to provide training on how to effectively use the systems. This training was mandatory for all instructors who received laptops. It included basic steps on how to operate the computers, data storage and retrieval procedures, security measures for the systems, as well as the protocol to follow in the event of damage or theft. Additionally, the agency's Instructional Coordinators followed up with these instructors on how to access Rosetta Stone and how to effectively use the Pre-GED software. Rio also has a bank of laptops that are housed permanently at its Tempe office. The agency envisions lending these laptops out in groups to those instructors who may wish to have their students use them in the classroom.

In order to achieve the agency's second objective of encouraging instructors who already had access to more effectively utilize technology in their classrooms, the

Program's ETEs offered professional development focusing on providing instructors with the skills and resources needed to help them more effectively use technology to support and enhance instruction.

Rio Salado College Adult Basic Education Program has valuable resources in its ETEs. To begin, ChristiAnne Stephens designs math lessons on PowerPoint. She then shares her expertise and the lessons she has created during Rio in-services. She is accessible to any of the agency's instructors who are interested in using her math lessons as well as those who are interested in creating their own lessons. Next, Ingrid Ellis continues her work on NiceNet. She conducts small group training on the effective use of the NiceNet Online Classroom Assistant for those instructors who are interested in utilizing this virtual resource. Finally, Lily Beth Brazones has taken the lead on making sure that Rosetta Stone is working on the laptops. She continues to train her instructors on the use of the laptops. All three of Rio's ETEs have taken the significant step of including technology-related professional development at each of Rio's in-services. In addition to presenting those topics mentioned above, the ETEs have also provided training on accessing Rio e-mail accounts and composing technology-rich lesson plans.

All of Rio's Adult Basic Education instructors are now required to include a technology activity as one of the items on their annual professional development plans. To facilitate this requirement, the Program's ETEs sent out a list of suggested technology-related professional development activities that its instructors may do. The agency has also included this list in its technology plan. Additionally, Rio has formally revised its instructor evaluation form. Likewise, in addition to other criteria, the agency now evaluates its instructors in terms of computer integration, the use of their college e-mail accounts, and their abilities to use the College's online HR system, the ABE Program distribution list (which was created this past year), and the Rio Salado College Intranet site.

Where do you see your program going in Program Year 2007-2008 in terms of technology integration?

In Program Year 2007-2008, Rio Salado College Adult Basic Education Program plans to accomplish the following activities: (1) Develop ways of using the laptop in a one-computer classroom setting; (2) Design and develop the Rio Salado College Adult Basic Education Program portal site. The agency envisions using this as a virtual meeting place for its instructors. Likewise, the Program plans to provide its instructors with an electronic source of information, ideas, required forms, etc.; (3) Plan how the agency will lend out the laptop computers housed at its Tempe office to its instructors; (4) Continue to identify technology library resources that our instructors can use; (5) Provide Rio Adult Basic Education Program instructors with ASSET accounts. In order to facilitate this endeavor, the Program has invited Mark Becker from ASSET to its next in-service. He will provide an overview of the portal so that instructors can begin using this online resource. The agency has also budgeted so that its instructors can take classes through ASSET. The Program intends to monitor the effectiveness of these classes and see how many of its instructors are taking and completing the classes; (6)

Continue to compile a collection of technology classes/training that the agency can offer to its instructors on a "demand" basis. Doing so will mean that its instructors will no longer need to wait for an upcoming in-service in order to receive technology-related professional development.

Santa Cruz County Continuing Education:

Where was your program in terms of technology integration at the start of Year Two of the Technology Integration Project?

At the beginning of the year, Santa Cruz County Continuing Education had a computer lab and it looked as though it was moving towards "full technology integration" as defined by the Technology Integration Continuum for Arizona Adult Education. However, when the agency relocated, its forward momentum was slowed.

Where is your program today in terms of technology integration (June 2007)?

By June 2007, all of the Santa Cruz County Continuing Education staff members received training in the use of ASSET and Web Junction Arizona. They were especially excited to learn that the Discovery Channel is accessible through the ASSET portal. The staff also appreciated that it has the ability to save segments of video clips offered through ASSET and then introduce them to their classes later, even if their classrooms do not have Internet access. Due to mobility challenges facing Santa Cruz County Continuing Education, the agency ordered laptops for all of its staff members. Finally, teachers learned how easy it is to create a digital story.

Where do you see your program going in Program Year 2007-2008 in terms of technology integration?

Santa Cruz County Continuing Education anticipates an exciting upcoming program year. For instance, the agency is looking into purchasing adapters to connect instructors' laptop computers to classroom TVs so that students can better see computer-based content. Furthermore, Santa Cruz County is currently installing antennas throughout the area in order to provide wireless Internet access. Doing so will enable instructors to even further utilize their laptop computers. Finally, next semester, the agency will expect every class to create a digital story.

South Yuma County Adult Education Consortium:

Where was your program in terms of technology integration at the start of Year Two of the Technology Integration Project?

At the onset of the program year, some South Yuma County Adult Education Consortium teachers had access to computers through the school district's Family Literacy and Migrant Even Start programs. However, not every teacher used computers as part of their instructional methodology. In Somerton, mostly ELAA Level III and IV

instructors utilized the computer resources that were available by having their learners access the Internet and to set up e-mail accounts. None of the teachers in San Luis had access to computers, only classroom televisions and VCR/DVD players.

Where is your program today in terms of technology integration (June 2007)?

South Yuma County Adult Education Consortium has made technology integration one of its most important goals and sees it as a mechanism to encourage and assist its learners' to participate fully in their communities, workplaces, and families. To-date, about 70% of our students have established e-mail accounts and regularly use them. They have also registered to use Rosetta Stone Online and utilize it in both the classroom as well as at a distance. Additionally, the Consortium's instructional staff has participated in discussion sessions where they have addressed the needs of both staff and students to integrate more technology into teaching and learning practices. These discussions have led to a couple of training sessions for the staff, which focused specifically on ASSET and the practical ways of enriching the ELAA curriculum with the technological resources available within our program.

Where do you see your program going in Program Year 2007-2008 in terms of technology integration?

Our plan for next year has four main objectives: (1) To directly address teachers' attitudes concerning the integration of technology into the ELAA curriculum. Through a series of working sessions, we will provide teachers with the time, resources, and training to raise their comfort levels with the use of technology for themselves and their students. (2) To cooperatively develop lesson plans that not only address the need for English language acquisition but also address the need for developing computer and technology literacy. (3) To initiate a continuous dialogue with the technology department at our District in order to grant access to teachers and staff to Internet sites that are currently filtered access to through the District's main server. (4) To explore other options for computer lab usage in San Luis. Until now, we have not been successful in obtaining access to the computer lab at the high school where our adult education classes meet.

Tempe Union High School District Adult Education Program:

Where was your program in terms of technology integration at the start of Year Two of the Technology Integration Project?

In June 2006, Tempe Union High School District Adult Education Program teachers took part in a technology-rich professional development session, which focused on resources available for integrating technology into the classroom. Over summer recess, several teachers also developed technology-rich lesson plans. At the beginning of Program Year 2006-2007, the Program had two sites offering regular access to a computer lab.

Where is your program today in terms of technology integration (June 2007)?

During the program year, another Tempe Union High School District Adult Education Program site was provided with access to a computer lab. Additionally, the Program's ETEs attended technology-specific conferences and shared the information gained with faculty and staff.

Where do you see your program going in Program Year 2007-2008 in terms of technology integration?

In Program Year 2007-2008, Tempe Union High School District Adult Education Program hopes to increase technology access points for its students. It is currently working on a donation program with Maricopa County Adult Probation, which has 6-8 PCs that it plans to give to our program. Our director is also in talks with the Tempe Union High School District to see if a mini computer lab may be set up in the conference room at our office. If approved, it will provide students who enroll with an additional access point for computers. The Program also hopes to increase faculty and staff access to technology by providing them with computer access here at the office. Tempe Union High School District Adult Education Program envisions having its ETEs provide specific professional development for teachers on how to integrate technology. Our director is also exploring the feasibility of paying for teachers to take coursework via ASSET. Finally, the Program hopes to complete its technology plan.

Victory Adult Education Program:

Where was your program in terms of technology integration at the start of Year Two of the Technology Integration Project?

At the beginning of Year Two of the Technology Integration Project, most Victory Adult Education students were familiar with computers; however, some learners were afraid to use them while others had no idea that computers are not the only type of technology in today's world. Furthermore, the majority of the Program's students were familiar with cell phones and videos (e.g., games and movies) but expressed surprise when instructors referred to a cell phone, calculator, etc. as technology. Most students only thought of computers as technology.

Where is your program today in terms of technology integration (June 2007)?

Throughout the year, instructors and ETEs worked as a team to introduce every student to the world of technology using PowerPoint presentations, digital cameras, calculators, cell phones, tape recorders, and videos as well as computer-based learning programs. All classes integrated technology in some way. Students learned how to set up and use e-mail, research employment opportunities, plan vacations, create budgets, etc. Students also used many Websites to compliment "book" learning and classroom instruction. At the end of Year Two, students had a better overall understanding of technology. Additionally, instructors benefited from this project by conducting

educational technology-related research in order to help their students and to share their findings with each other.

Where do you see your program going in Program Year 2007-2008 in terms of technology integration?

After June 30, 2007, the Victory Adult Education Program will no longer be a teaching facility. The agency has not applied, nor does it intend to apply, for state or federal grants. Therefore, we have no plans for educational technology integration in Program Year 2007-2008.

Yavapai College Adult Basic Education Program:

Where was your program in terms of technology integration at the start of Year Two of the Technology Integration Project?

By July 2006, Yavapai College Adult Basic Education Program had prioritized the barriers it needed to overcome to achieve full technology integration as defined by the Technology Integration Continuum for Arizona Adult Education. First, Yavapai needed to provide computer and Internet access for its English Language Acquisition for Adults (ELAA) classes which meet in off-campus locations where the respective hosts control the use of their respective computer facilities. Next, the College needed to allocate time for its adult basic education instructors to develop technology-rich lesson plans. Third, Yavapai needed to develop a way to effectively integrate technology in ELAA classrooms where students have wide-ranging computer and language skill levels. Finally, the College needed to move beyond the mindset of incorporating educational into instruction only to the extent of meeting program goals, without consideration of the 21st century technology needs of its students.

Where is your program today in terms of technology integration (June 2007)?

As of June 2007, Yavapai College Adult Basic Education Program has made notable progress towards breaking down the barriers to educational technology integration. To begin, the Program increased computer and Internet access for ELLA classes by negotiating with Prescott High School to provide computer access for students on specific dates every month. Thereafter, Yavapai attempted to orchestrate similar agreements with Prescott Valley schools, but the two entities were unable to agree on specific items. Nonetheless, the Program will continue to investigate alternatives. Another challenge arose in Cottonwood where ELAA instructors must coordinate computer access at the Yavapai College Verde Campus, not at the high school site where they meet. This is a requirement of the Yavapai College Verde Campus Dean. However, back on a positive note, throughout Program Year 2006-2007, Yavapai's ETE disseminated information on technology-rich lessons available on the Internet, and instructors emailed each other when they encountered lessons that they found helpful. Finally, instructors provided best-guess technology-based language lessons for ELAA students and modified these lessons based on student feedback.

Since July 2006, Yavapai College Adult Basic Education Program has worked with its partners to develop and implement a program-specific technology plan. In doing so, it established a partnership with Cottonwood Public Library to make GED Online available at its facility. GED Online is now available at Yavapai County Public Libraries in Prescott, Prescott Valley, Black Canyon City, Camp Verde and Cottonwood. Additionally, some other small libraries in Yavapai County have made the GED Online program available. Sedona Public Library is the next target site, with negotiations just beginning. Yavapai also developed a Collaboration Agreement with the Camp Verde Adult Reading Program (CVARP) so that the Yavapai College ETE attends ADE/AES-sponsored technology workshops on behalf of both agencies. Thereafter, the ETE communicates content and directives from those meetings to the CVARP ETE and conveys any communication from CVARP to the ADE/AES that cannot be conducted via phone and e-mail.

In August 2006, Yavapai College Adult Basic Education Program sponsored a technology-related training during which instructors viewed a video of *Captured Wisdom*. Thereafter, the Program made this video available to its instructors, but no one borrowed it and feedback indicated that the video was not helpful. However, instructors did give positive feedback on a technology-rich lesson on the three branches of government, which was presented in January 2006. Also in August 2006, ETE responsibilities were transferred from Cheryl Casey to Raven Brewster (Raven Harris as of February 2007) with Cheryl providing any assistance needed after the transition. Materials were transferred in a face-to-face meeting in September. During the same month, negotiations began so that the College could provide a link on its Website to the PBS video series GED Connections; this is where these videos now reside. At this same time, Yavapai ASE instructors incorporated basic computer study guide into their curricula. In October 2006, the Program's biweekly coordinators meeting started to include agenda items on the technology plan. On October 17, 2006, a core group from the 2005-2006 Technology Planning Committee met to review progress and discuss the possibility of expanding the group into a full team. The Committee also reviewed a policy that does not allow students to check their e-mail during class. This policy is in addition to the Yavapai College Acceptable Use Statement, to which all students must adhere.

Where do you see your program going in Program Year 2007-2008 in terms of technology integration?

In Program Year 2007-2008, Yavapai College Adult Basic Education Program plans to complete its technology plan. As part of this objective, all instructors will be required to complete a technology survey prior to the Program's August in-service. They will also be asked to structure a 30-45 minute presentation during the in-service in order to address their top three technology needs. Yavapai also plans to focus on incorporating technology into health-related instruction.

Yuma Elementary School District Adult Education Program:

Where was your program in terms of technology integration at the start of Year Two of the Technology Integration Project?

Yuma Elementary School District (ESD) Adult Education Program selected Option B for Year Two of the Technology Integration Project and thus shared an ETE with another Yuma County adult education provider. At the start of the program year, the students had already been exposed to the Arizona Adult Education Technology Standards. There was also evidence of student attendance at a computer class offered by Yuma Parent University – Safe Schools from June 20th to July 17th, 2006, courtesy of a Healthy Students grant. Additionally, students attended classes at the Yuma Educational Technology Consortium Computer Lab located at 596 S. 4th Avenue. Although, these computer classes are limited to ten to fifteen students, all full-time and part-time Yuma ESD Adult Education instructors and their students have access to computers and the Internet in their classrooms. Fortunately, computer access was not an issue for Yuma ESD Adult Education Program.

Where is your program today in terms of technology integration (June 2007)?

The Yuma ESD Adult Education Program believes that its ETE, who participated in the April 2-day technology integration project state workshop, adequately shared the information and knowledge she gained with other instructors. The resources that were unveiled at this workshop represented great tools for our teachers. Our ETE stated that she considered the ASSET training to be the most beneficial session at the workshop. She especially liked learning about United Streaming, which is accessible through the ASSET portal. As of June 2007, most Yuma ESD Adult Education Program instructors are regularly integrating some kind of technology into their daily lessons. Likewise, the Program believes its staff is committed to gaining the necessary computer/technology skills to better meet the needs of our adult learners for generations to come.

Where do you see your program going in Program Year 2007-2008 in terms of technology integration?

The Yuma ESD Adult Education Program did not apply for the FY 2008 Arizona Adult Education Provider RFGA. However, it plans to continue operating both day and evening adult education classes through the use of other title funds.

Yuma Reading Council:

Where was your program in terms of technology integration at the start of Year Two of the Technology Integration Project?

At the onset of Program Year 2006/2007, Yuma Reading Council (YRC) had already begun to integrate technology more fully into its classes, using varying degrees of complexity depending on the class level. Since staff members possessed different

technology skill levels, the Council provided sporadic staff development opportunities related to technology. Additionally, YRC established various goals for technology and referred to its technology plan to better understand where it was and where it needed to go. Both students and teachers had access to technology and began using it more for class-related work. The Council also maintained a computer lab for GED students and provided limited technology for ESL students. Furthermore, YRC worked with collaborating partners to enable access to newer technology along with strategies for increasing the number of access points throughout the community. Since the Council had already been working with distance learners for several years, it understood the need for such portals.

Where is your program today in terms of technology integration (June 2007)?

During the program year, Yuma Reading Council obtained a new lab for its ABE/ASE students. It contains 16 computer stations and a teacher's station. Additionally, the Council had wireless Internet access installed at its main facility. YRC's ESL lab was also updated but it is still not quite where the agency wants it to be. The Council continues to work with the Yuma County Library District in its efforts to build long-term technology options for its students. This overall plan will enable YRC students to have better access to technology throughout the county since the libraries' technology will partially focus on adult learners' needs.

Throughout the year, Yuma Reading Council placed attention on technology-related staff development. Several staff members participated in technology trainings and attended technology-related sessions at national conferences, including those on integrating technology into the classroom and digital storytelling. Thereafter, YRC trained its staff and the staff of Crane ESD Adult Education Program in the digital storytelling process. Presently, the Council's teachers are working with Crane instructors to use digital storytelling in the classroom on a regular basis. Yuma Reading Council has purchased equipment for this purpose so that students can create stories as part of their regular instruction. YRC has seen several students complete their stories.

Faculty and staff at Yuma Reading Council have begun to periodically use Webinars to conduct technology-related training and to deliver professional development in other areas as well. This has enabled the agency to increase the frequency of staff development opportunities without incurring additional travel expenses or causing attendees to lose time commuting from one location to another. Individuals within the organization have also begun to talk more about technology while sharing strategies among themselves. Faculty and staff are also working together more and more via technology. Throughout Program Year 2006-2007, YRC's technology team met regularly and worked on a variety of areas.

The Council also hired a consultant to help it with equipment repairs, maintenance, and the development of program-specific technology. YRC is working with this individual to implement its technology plan and to ensure that as the Council upgrades and develops

its systems that it does so in a manner that will enable it to obtain its long-range plans. The agency's consultant has also assisted it with technology and staff development. Throughout the Program Year, the consultant gave YRC advice and guidance on what it needs to run more effectively and efficiently in the short term and in the long term. Overall, the consultant has brought YRC the technology expertise that it did not have internally.

Where do you see your program going in Program Year 2007-2008 in terms of technology integration?

In Program Year 2007-2008, Yuma Reading Council will continue to increase the amount of time both staff and students use technology. It plans to continue to grow the availability of technology both internally and through external partnerships. YRC will also continue to pursue various options to acquire new technology, such as through grants and fundraising efforts. Its major goals are to obtain a new ESL lab as well as a wireless lab.

The Council also hopes to develop a more regular process for internal staff development that relates specifically to technology. In Program Year 2007-2008, YRC will work towards implementing the next tier of trainings available for its staff. As such, each individual's professional development plan will include technology-related goals based on his or her skill level, but will have the greater program's expectations at heart. Furthermore, the agency's staff will continue to take part in internal, local, state, and national training programs and will continue to develop and implement new technology programming for students, teachers and other staff. Yuma Reading Council believes that each student and staff member needs to work towards improving his or her own technology skills; likewise, it is important for the Council to develop an array of technology-related classes and developmental programs.

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